DOCUMENT RESUME

ED 210 492 CE 030 761

AUTHOR Clayton, Dean; And Others
TITLE Arkansas' Junior Executive Training Curriculum Guide.
INSTITUTION Arkansas State Dept. of Education, Little Rock. Div. of Vocational, Technical and Adult Education.; Arkansas Univ., Fayetteville. Dept. of Vocational Education.
SPONS AGENCY Arkansas State Board of Vocational Education, Little Rock.
PUB DATE 81
NOTE 187p.

EDRS PRICE MF01/PC08 Plus Postage.
DESCRIPTORS Behavioral Objectives; Business; *Business Administration; Business Communication; *Business Education; Business Skills; Competence; Computer Science; Course Content; Course Objectives; Curriculum Guides; Grade 12; High Schools; *Leadership; *Learning Activities; Learning Modules; Management Development; Management Games; Managerial Occupations; Microcomputers; Personnel Management; Recordkeeping; Taxes; Teaching Guides; Vocational Education
IDENTIFIERS Arkansas; Entrepreneurship; *Small Business Management

ABSTRACT

This curriculum guide is designed to help teachers conduct courses on small business management and entrepreneurship to high school seniors in Arkansas. The program focuses upon the managerial process, examining the functions of planning, organization, staffing, directing, and controlling as related to the activities and responsibilities of the supervisor or administrator. Instruction in accounting procedures can be included, and leadership development, positive self-image, and attitudinal training are componenets of the curriculum. In addition, data processing concepts and microcomputer training are included. Because of the need for better management skills for small business owners, the management component of the program emphasizes small business ownership. Units include advantages and disadvantages of ownership of different types of business, how to start a business, internal organization, financial records, managerial functions, personnel selection and supervision, government regulations, and taxes. The content of the guide is divided into six major parts, organized in 19 units. Each unit contains a unit objective and specific objectives; learning activities and teaching suggestions; and references to books, films, free handout materials, and other resources. A special section contains enrichment projects and special projects including computerized business games and an "establish your own business" project. Appendixes to the guide contain a checklist for organizing and operating a small business, and lists of materials available from the Small Business Administration. (KC)

ED210492

ARKANSAS'

JUNIOR EXECUTIVE TRAINING CURRICULUM GUIDE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. D. Nichols

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

CE 030 761

Developed by Area of Vocational Education, University of Arkansas, Fayetteville, Arkansas, in Cooperation with Arkansas Department of Education, Division of Vocational, Technical, and Adult Education, Little Rock, Arkansas.

1981

Funded Through Part C
PL 94-482

The University of Arkansas is committed to the policy of providing educational opportunities to all qualified students regardless of their economic or social status, and will not discriminate on the basis of handicaps, race, color, sex, creed or national origin. The Office of Human Relations, 303 Administration Building, has been designated to coordinate efforts to comply with the provisions of Title VI of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972. The Office of the Vice President for Fiscal Affairs, 406 Administration Building, has been designated to coordinate efforts to comply with all laws and regulations applicable to qualified handicapped individuals, as required by Section 504 of the Rehabilitation Act of 1972.

Introduction

JET

A mechanical bird that streaks through the air,
those beautiful people who have not a care;
A letter that flies from coast to coast,
A special experience that young people can boast.

For those who have a dream they hope will come true
Of being an executive where the chips are blue,
Or staking their all to be an entrepeneur
This guide will be a blueprint for you.

So, bury those fears of teaching a JET class,
Read and digest what your peers have composed
and accept the challenge of what is proposed;
For you hold the key
that will open the door
for a young man or woman
to go to the top floor.

- Helen Leigh -

Preface

The need for entrepreneurial training has emerged as a national concern. A staggering statistic indicates that four out of five businesses are no longer in existence after five years of operation. Therefore, it becomes evident that vocational educators need to fill a community need and provide necessary training to make business ownership and management a successful venture.

This guide is Arkansas Business Education's answer to providing this training to high school students. Junior Executive Training programs have been in existence since the first one was vocationally funded in 1971. The two motivational factors which led to the development of this program were: (1) to encourage more young men to enroll in Business Education classes and (2) to motivate young women to pursue careers in business management.

Between 1971 and the time this guide was published, the emphasis has evolved to small business ownership and management for young men and women. The computerized business games sponsored through a joint effort of the Arkansas Power and Light Company, University of Arkansas at Monticello, and the Department of Education have become an important component of the program. In addition, business teachers have long sought ways to integrate FBLA and leadership development into the classroom. The solution has been found through a logical sequence in Junior Executive Training.

This publication was made possible through funding provided by the Arkansas State Board for Vocational Education under provisions of Subpart 3 of the Vocational Education Amendments of 1975, PB 94-482. This guide was completed under the direction of the Project Co-Director, Dr. Dean Clayton, Vocational Area Coordinator and Professor, University of Arkansas, Fayetteville; Dr. Ok D. Park, Assistant Professor and Co-Director of Project, University of Arkansas, Fayetteville; and Mrs. Phyllis Smith, Research Associate, University of Arkansas, Fayetteville. In addition, 20 Arkansas business teachers have written units and developed enrichment projects.

To all these people who were involved, we express our sincere appreciation for a task well done. A special commendation goes to Phyllis Smith who had the tremendous task of planning, organizing, prodding each of us to get our task completed, as well as taking rough drafts and coming up with a finished product in which we can all take pride.

In summary, we now have a guide to further develop Junior Executive Training programs in Arkansas. Many students have already received marvelous training in this program, and many more students are expected to participate in this valuable experience in the future.

Tommie Butler

Mrs. Tommie Butler
State Supervisor
Business Education

Acknowledgements to the Writers

Kay Binns	Des Arc High School	Des Arc, AR
Diane Carothers	Lakeside High School	Lake Village, AR
Janet Carpenter	Ozark High School	Ozark, AR
Sara Estes	Bryant High School	Bryant, AR
Tommy Flud	Mt. Judea High School	Mt. Judea, AR
Jane Gillis	Sheridan High School	Sheridan, AR
Carolyn Gray	Jacksonville High School	Jacksonville, AR
Carol Ann Jennings	Parkview High School	Little Rock, AR
Sue Lefler	Clinton High School	Clinton, AR
Helen Leigh	Department of Education	Little Rock, AR
Sandy McDonald	Parkview High School	Little Rock, AR
Pat Osbron	Mountain Home High School	Mountain Home, AR
Margaret Rice	Crossett High School	Crossett, AR
Janis Smith	Waldron High School	Waldron, AR
Betty Stevens	Conway High School	Conway, AR
Ann Taff	Alma High School	Alma, AR
Leydel Willis	Watson Chapel High School	Pine Bluff, AR
Tom Woodruff	Rogers High School	Rogers, AR
Marvine Wooten	Jonesboro High School	Jonesboro, AR
Linda Wright	Hatfield High School	Hatfield, AR

ACKNOWLEDGMENTS

TO

PROJECT DIRECTORS AND CONSULTANTS

Dr. Dean Clayton
Co-Director
University of Arkansas
Fayetteville, Arkansas

Dr. Ok D. Park
Co-Director
University of Arkansas
Fayetteville, Arkansas

Mrs. Phyllis Smith
Project Associate
University of Arkansas
Fayetteville, Arkansas

Mrs. Tommie Butler
State Supervisor
Business Education
Department of Education
Little Rock, Arkansas

Ms. Jean McEntire
Area Supervisor
Business Education
Department of Education
Little Rock, Arkansas

Ms. Marsha Brown
Area Supervisor
Business Education
Department of Education
Little Rock, Arkansas

TABLE OF CONTENTS

Junior Executive Training..... 1
How to Use the Curriculum Guide..... 3
Own Your Own Business--An American Dream..... 7

PART A. THE ENTREPRENEUR AND THE SMALL BUSINESS
1. The Nature of Small Business..... 11
a. Small Business in the American Economy
b. Advantages of Owning Your Own Business
c. Disadvantages of Owning Your Own Business
d. The Danger of Small Business Failure
e. Characteristics of the Entrepreneur
2. Social and Economic Implications of Business..... 15
a. Social Implications that Affect Business Decisions
b. Economic Implications that Affect Business Decisions

PART B. THE ENTREPRENEUR PREPARES TO BE A LEADER
3. Leadership Development..... 19
a. Development of a Positive Self-Image
b. Executive Attire
c. Good Grooming
d. Physical Fitness
e. Goal Setting
f. Management by Objectives
g. Time Management
h. Decision-Making Skills
i. Leadership in Conducting Meetings
j. Leadership Opportunities in Student Organizations
4. Human Relations..... 27
a. Positive/Negative Attitudinal Traits
b. Employee/Employer Working Relationships
c. Co-Worker Relationships
5. Communications..... 31
a. Talking/Listening Skills
b. Writing Skills
c. Dictating Skills
d. Telecommunicating Skills

PART C. THE ENTREPRENEUR AND THE COMPUTER
6. Computers for the Small Business..... 39
a. Information Systems for Business
b. What a Computer Can Do for Your Business
c. Determining Computer Needs for Your Business
d. Service Bureaus
e. Time-Sharing
f. Owning Your Own Computer

7. Microcomputers..... 43
a. Operations of the Microcomputer
b. Hardware/Software
c. Business Applications
d. Flowcharting
e. BASIC Language

PART D. THE ENTREPRENEUR ESTABLISHES A BUSINESS
8. Developing a Business Plan..... 47
a. Determining Type of Service or Product
b. Surveying the Market
c. Determining Location
d. Developing Financial Preview of the Business
e. Selection of Physical Facilities and Equipment Needs
9. Determining the Legal Form of Ownership..... 51
a. Sole Proprietorship
b. Partnership
c. Corporation
d. Franchise
10. Legal Issues and the Small Business..... 55
a. Contracts
b. Negotiable Instruments
c. Consumer Protection Laws
d. Property Laws
e. Insolvency and Bankruptcy
f. Trademarks, Patents, Copyright Protection
11. Obtaining Initial Capital and Credit..... 63
a. Determining Financial Needs of the Firm
b. Sources of Funding
c. Materials Needed for Application
d. Establishing a Line of Credit
12. Protecting Assets..... 67
a. Common Business Risks
b. Shoplifting, Burglary, Robbery
c. Employee Theft
d. Property and Liability Insurance
e. Credit and Title Insurance
f. Life Insurance (Key-Person Insurance)
g. Self-Insurance

PART E. THE ENTREPRENEUR MANAGES A BUSINESS
13. Personnel Management..... 75
a. Interview Techniques
b. Resume Evaluation
c. Fair Employment Practices
d. Training and Promotion of Employees
e. Incentives to Increase Productivity
f. Employee Fringe Benefits
g. Development of Company Pride and Employee Loyalty
h. Labor/Management Relations
i. Evaluation and Termination of Employees

14. Financial Management..... 81
a. Single Entry/Double Entry Accounting Systems
b. Forecasting and Budgeting
c. Analysis of Cash-Flow Charts
d. Analysis of Income Statements
e. Analysis of Statement of Financial Condition
f. Purchasing and Inventory Control
15. Marketing Management..... 87
a. Marketing Mix
b. Channels of Distribution
c. Pricing Policies and Procedures
d. Advertising and Media
e. Salesmanship
f. Direct/Indirect Selling
g. Research and Development
16. Business Taxes and Governmental Regulations..... 93
a. Payroll Taxes Paid by Employer for Employee
b. Payroll Taxes Withheld from Employees' Salaries
c. Excise Taxes
d. Business Income Tax for the Self-Employed
e. Anti-Trust Governmental Regulations
f. Environmental Regulations

PART F. THE ENTREPRENEUR'S OPTIONS
17. Community Relations..... 97
a. Relating to Company Image
b. Relating to Community Needs
c. Developing and Implementing a Public Relations Program
18. Personal Finance..... 101
a. Personal Financial Planning
b. Consumer Buying
c. Consumer Borrowing
d. Personal Savings and Investments
e. Personal Insurance Coverage
f. Individual Income Taxes
19. Career Opportunities..... 107
a. Opportunities at Different Levels of Management
b. Careers in Service-Oriented Enterprise
c. Careers in Merchandising-Oriented Enterprise
d. Careers in Manufacturing-Oriented Enterprise

PART G. ENRICHMENT PROJECTS..... 111

PART H. SPECIAL PROJECTS..... 145

PART I. APPENDIXES..... 169

JUNIOR EXECUTIVE TRAINING
ENTREPRENEURIAL TRAINING/LEADERSHIP DEVELOPMENT

Junior Executive Training is a two-hour block program designed for seniors with average or above-average abilities. This program focuses upon the managerial process, examining the functions of planning, organization, staffing, directing, and controlling as related to the activities and responsibilities of the supervisor or administrator. Instruction in accounting procedures (preferably advanced accounting) can be included. Leadership development, positive self-image, and attitudinal training are necessary components of the curriculum. In addition, data processing concepts and microcomputer training must be included.

Because of the need of better management skills for small business owners, the management component of the program will emphasize small business ownership. Units will include: Advantages and disadvantages of ownership of different types of business, how to start a business, internal organization, financial records and the function and importance of each type of record, managerial functions, personnel selection and supervision, governmental regulations, and taxes. The statewide program of the Computerized Business Games is considered an important component of Junior Executive Training, and all students are expected to participate.

This curriculum guide will be the focal point for the Junior Executive Training program. A quick review of the Table of Contents and the objectives of each unit will indicate the major areas of emphasis.

To receive vocational funding for this program, the following components are required:

1. Small Business Ownership/Management Training
2. Leadership Development/FBLA Activities
3. Microcomputer Training
4. Computerized Business Games
5. Final Project: Establish Your Own Business

A thorough development of these activities could require the entire two-hour block; however, to give flexibility to the teacher's area of expertise, one of the following options could be included:

1. Introduction to Information Processing
2. Accounting I
3. Accounting II
4. Electronic Calculators
5. Business Law

HOW TO USE THE CURRICULUM GUIDE

After studying this guide, Junior Executive Training teachers will have no problem in obtaining enough materials to make JET an exciting course of study. Their problem will be in how to be selective and yet provide all the marvelous concepts that need to be taught.

Textbook

Junior Executive Training teachers are encouraged to select one textbook as a principal source for students' use in developing concepts and completing various assignments. In addition to other resources, five textbooks have been used consistently throughout the development of this guide. The chapters from each book that have information pertaining to each particular unit have been listed at the end of each unit for easy reference. The five books are:

1. Business Principles and Management, South-Western Publishing Co.
2. How to Organize and Operate a Small Business, Prentice-Hall.
3. Principles of Small Business Management, McGraw-Hill Book Company.
4. Small Business Management, South-Western Publishing Co.
5. Small Business Management Fundamentals, McGraw-Hill Book Company.

After the principal textbook has been selected, the teacher should use this JET guide to reinforce the textbook and bring to the class a great variety of activities.

Reference Materials

If one of the five books listed above is selected as the principal textbook, it is suggested that four or five copies of each of the other books be obtained for classroom reference materials. In addition, the PACE materials developed by The National Center for Research in Vocational Education, The Ohio State University, are highly recommended as resource ideas and materials.

Other valuable resource materials are the booklets/brochures available from the Small Business Administration. Suggested titles are listed at the end of most chapters; in addition, a checklist and order information is included in the appendixes. Many films, games, magazines, and other items are listed.

Leadership Development Materials

The "I Can" program, "Innovative Educator" materials, and the "How to Plan Your Life" materials are highly regarded by the teachers who have used them. JET teachers are encouraged to evaluate them as well as other motivational materials.

In addition, all materials developed by the FBLA-PBL National Office and Field Services are extremely useful in leadership development. All extra copies of Tomorrow's Business Leader should be filed each year for JET assignments and study. The FBLA National Handbook, the guide for Integrating FBLA into the Classroom, and the Chapter Activities Guide have major importance in all vocational business programs and especially in Junior Executive Training.

Learning Activities and Teaching Suggestions

Probably the most popular section of this guide will be "Learning Activities and Teaching Suggestions." JET teachers cannot say that their classes are dull or uninteresting if they study the numerous suggestions and ideas listed in this guide. These learning activities and teaching suggestions will aid the teacher in providing opportunities whereby students may reach the specific objectives.

Enrichment Projects and Special Projects

A unique feature of this guide is the Enrichment Projects which are placed in a special section. Details on how to develop motivational projects are given and should prove to be a special bonus for teachers.

To give detailed information concerning two major activities for the JET program, a section of special projects has been included. Teachers are encouraged to study carefully the information on the Computerized Business Games and the Final Project: Establish Your Own Business. Additional ideas included in the Special Projects section is a brief course outline used by a former JET teacher.

Appendixes

Four important items to aid the teachers and the students have been provided in the Appendixes. Especially important to the students in preparing the JET final project is the "Checklist for Organizing and Operating a Small Business." With this checklist, the students will have a systematic approach to the completion of the project. Teachers should refer to various sections of the checklist as they pertain to the units being studied.

The materials available from the Small Business Administration are listed in the Appendixes to aid the teacher in ordering the books, brochures, and films as needed for the various units.

OWN YOUR OWN BUSINESS--AN AMERICAN DREAM

I. The Need for Small Business Ownership Training

A recent survey of 4,500 high school students which was conducted by a university in Michigan included a question, "What is the American dream?" The surprising results: Four out of five students replied, "To own your own business."

Because owning your own business is the American dream, more than 500,000 new businesses began in the United States in 1979, an increase of 60 percent over the 1974 total, according to Dun & Bradstreet. "It represents a renaissance among Americans of self-confidence, resourcefulness, and risk-taking," says the White House Commission on Small Business Report.

On January 13, 1980, at the request of President Jimmy Carter, the White House Conference on Small Business convened in Washington with 1,682 delegates in attendance along with 3,6000 other participants and observers. Small business people are speaking out because they know that something fundamental is wrong and that basic changes are needed to assist the small business owner. In setting forth the vital role of small business in the American economy, the White House Conference Report states: "New and existing small companies in recent years have provided an astonishing 86.7 percent of the nation's new jobs in the private sector." In addition, "To achieve a healthy level on employment for Americans in the 1980s, 11 million new jobs will have to come from Small Business." Between now and 1985 entrepreneurial enterprises are expected to increase by 21 percent, so there is room in our economic systems for young entrepreneurs.

The National Education and Training Task Force for Minority Business Enterprise submitted a formal report to HEW in 1974. It was no new revelation in the report that 80 percent of new businesses starting up fail and that a major contributing factor was lack of management and administrative skill. It is a well-established fact that at least 50 percent of all small businesses fail within the first year of operation.

Reasons for failure of small businesses listed in the newly developed materials PACE--A Program for Acquiring Competence in Entrepreneurship (The National Center for Research in Vocational Education, The Ohio State University) were:

1. Lack of experience
2. Lack of capital
3. Poor location
4. Too much inventory, particularly the wrong kind
5. Excessive purchase of permanent equipment
6. Poor credit granting practices
7. Unwarranted personal expenses
8. Unplanned expansion
9. Faulty attitudes

II. The Role of Business Education in Small Business Ownership Training

Business educators at the secondary level need to review their curriculum and begin to ask what is needed to prepare an individual to establish and manage a small business, to take over a family-owned operation, or to obtain a franchise.

Lorraine Furtado and Peter Haines state in their article, "Entrepreneurship--The Time Has Come," (Forum, April, 1980):

> In a number of publications, the field of business education identifies its purposes as twofold--the education of students for and about business. However, little has been done to prepare individuals for careers as business owners--entrepreneurs. Yes, there have been a few courses in marketing and management; but business and distributive educators have basically neglected to give entrepreneurship the attention it deserves in our schools. Traditionally, business and distributive education has been geared primarily to provide consumer and economic education, personal skills, and entry-employment education. It is very important that the concept of entrepreneurship be infused into business and distributive education instructional programs.

In the spring, 1980, issue of NATEBOE Notes, John Lee, President, BOE/AVA, indicated that teacher educators could be the key to how successful business educators will be in meeting the challenges of the '80's. One of the ways is to remove the image that business education is only "girls and typewriters." He feels that the image of business education has been one of preparing secretaries. He states: "To achieve the respectability we want, we must move beyond programs which one could consider as a dead end rather than as a stepping stone into management."

III. Arkansas' Attempt to Address the Need for Entrepreneurial Training

Since no management training had been developed for Arkansas High Schools, the idea of Junior Executive Training was first conceived as a method to promote sex equity in these two areas:

1. To encourage more young men to enter Business Education programs.
2. To encourage young ladies to higher aspirations such as a management career.

The first Junior Executive Training program was developed and funded in 1971; this was several years before sex equity gained prominence on the national scene.

Now that recognition has been given to the need for small business ownership and management training from many federal agencies and organizations, including the American Vocational Association, it was a natural evolution that the Junior Executive Training programs should go in this direction. Filling the training needs of the business community has always been the major emphasis and function of vocational education.

PART A

THE ENTREPRENEUR AND

THE SMALL BUSINESS

THE NATURE OF SMALL BUSINESS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define business terms, understand the nature of business in the American economy, and specifically the small entrepreneur, the risks, lifestyles, advantages as well as disadvantages of ownership.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define the terms relative to business ownership.
2. Explain the changing nature of business.
3. Describe relationship of small business to American enterprise system.
4. Discuss the place of small businesses in relation to large businesses.
5. Explain the economic contribution of small businesses.
6. Describe the characteristics needed to be a successful entrepreneur.
7. List and explain advantages and risks of small business ownership.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite a small business owner to speak to your class. Prior to visit, develop a list of questions to stimulate discussion. Include such questions as:
   a. Why did you start your business?
   b. What are the kinds of tasks an owner must perform?
   c. What are the special abilities an owner must have?
   d. How do your family members assist in the business?
   e. Do you enjoy working in the business?
   f. What would you do differently if you started over?
   g. Have you had any training for entrepreneurship?

2. Develop a crossword puzzle on terminology.

3. List some of the advantages and disadvantages of buying an existing business, inheriting an existing business, and starting a new business.

4. Show filmstrips "General Business." (Introduction to business, consumer, and economic principles and concepts.)

5. Visit a small business organization in your community and encourage business people to let students "shadow" them for a day.

6. As an ongoing activity, have students keep a notebook to compile information for future reference. Include a list of names, addresses, and telephone numbers of state and federal agencies that must be contacted regarding forms and information on incorporating a business, zoning regulations, licensing, sales tax permits, state and federal tax regulations, worker's compensation, employment compensation, and sales permits for certain products. A chart could be utilized entitled "Legal Requirements for Starting a Business in Arkansas." Information would include required procedures and the agency to contact. Required forms could be obtained for examination.

7. Go on a photographic field trip. Have students take pictures of different types of small businesses located in the community. Arrange a bulletin board display entitled "A Picture of our Business Community."

8. Have students visit businesses in the area to compare large and small firms selling the same product or service. Ask students to note any differences in the areas of pricing, convenience of shopping, service, nature of surroundings, and customer relations. In what areas does "size" seem to make a difference? Discuss what businesses seemed most suitable as small firms and which as large.

9. Have student read an entrepreneurial success story. Biographies are available on many successful entrepreneurs such as J. Paul Getty, Conrad Hilton, Henry Ford, etc. Students could write a report on what they conceive as characteristics of the "entrepreneurial ego."

10. A bulletin board could be centered around the theme, "The Entrepreneur's Career Path" depicting the steps taken on the road to becoming a successful entrepreneur.

11. Make a list of new businesses that have started in your community and surrounding areas during the last year, and see if you can draw any conclusions to new types of businesses.

12. Show the film "Three Times Three." See Appendix A.

13. Obtain from Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119, the following list for review:
    1. SBA 115A - (Brochures that are free.)
    2. SBA 115B - (Small booklets to be purchased at nominal charges.)
    Send for those booklets and brochures that are pertinent to content of this unit as well as preceding units. These materials are highly recommended to enhance your teaching strategies for this program.

REFERENCES

Books

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapters 1, 2, and 3.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapter 4.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management South-Western Publishing Co., 1979, Chapter 1.

Frost, Ted S. Where Have All the Wolly Mammoth Gone? Parker Publishing Co., Inc., Chapters 1 and 2, 1976.

PACE A Program for Acquiring Competence in Entrepreneurship, Part I, Units A, B, C, "Nature of Small Business," "Are You An Entrepreneur?", "How to Succeed and How to Fail," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapter 1.

Wortman, Leon A. Successful Small Business Management. AMACOM, Chapters 1-4, 1976.

SOCIAL AND ECONOMIC IMPLICATIONS OF BUSINESS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to understand the social and economic implications that affect business decisions and the environment in which these decisions are made.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. List some of the major social problems that affect business.
2. Explain the changing nature of the population of the United States.
3. Describe why business is concerned about energy and pollution problems.
4. Offer examples of how the values of people have influenced business and government.
5. Tell how business firms are likely to handle social problems in the future.
6. Describe the economic system of the United States.
7. Explain the role of private property and profit in our economic system.
8. Describe how supply and demand affect the prices of goods and services.
9. Explain the importance of economic growth.
10. Compare capitalism, socialism, and communism.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have students search newspapers and magazines for articles relating to the American Business Enterprise System. A file should be kept for later reports and activities.

2. Show film "Free Enterprise." (Film discusses problems and advantages of the Free Enterprise System.)

3. Play one of the games in the "Beat the Market" series. This will emphasize the importance of competition in the Free Enterprise System.

4. Census data can be an important tool in the location of a business. Copies of the census reports concerning Arkansas can be obtained from the U.S. Bureau of the Census, U.S. Government Printing Office, Washington, D.C. Review these reports for the type of information contained and how they could be used in determining the location of a business.

5. Compare manpower hours involved in producing goods under capitalistic, socialistic, and communistic forms of government. Use National Federation of Independent Businesses (NFIB) charts which were mailed out in the FBLA Free Enterprise packets.

6. Study carefully all three FBLA Free Enterprise packets for excellent teaching suggestions and activities. These may be obtained from the FBLA National Headquarters office in Washington, D.C.

7. Obtain the Profits in Business Transparencies and Duplicating Master Booklet by Milliken Publishing Co. Some of the following transparencies and correlating duplication masters are recommended highly:
   a. What is Business?
   b. Sources of Revenue for Business.
   c. Costs.
   d. What is Profit?
   e. Profit or Loss?
   f. Risks in Business.
   g. How Profits Stimulated the Economy.

8. Work crossword puzzle in the above listed booklet entitled "Vocabulary Review."

9. Have students select a chapter from the book, Free to Choose, by Milton and Rose Freedman and make an oral report to the class.

REFERENCES

Books

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., Chapters 2-3.

Friedman, Milton and Rose. Free to Choose. Avon Books, 1980.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978.

Wyllie, Eugene D., and Warmke, Roman F. Free Enterprise in the United States. South-Western Publishing Co., 1980, Chapters 1-2.

Brochures

"Economic Man vs. Social Man," Series for Economic Education, Federal Reserve Bank of Philadelphia, Public Service Department, Philadelphia, PA 19105. (Free)

Transparencies

Profits in Business, General Vocational Education, 12 Transparencies, 16 Duplicating Masters, Teacher's Guide, Milliken Publishing Co., St. Louis, Missouri.

PART B

THE ENTREPRENEUR PREPARES TO BE A LEADER

LEADERSHIP DEVELOPMENT

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to demonstrate competent, industrious leadership in business, and will utilize techniques of time management, decision-making skills, and parliamentary procedure. Self-confidence will be strengthened, and the student will become a leader in FBLA activities.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Demonstrate the qualities of a positive self-image by behaving in an acceptable assertive manner effectively with little or no supervision.
2. Develop the ability to work effectively with little or no supervision.
3. Dress appropriately for an executive position.
4. Demonstrate proper techniques of good grooming.
5. Develop a physical fitness program.
6. Develop personal short- and long-term goals.
7. Identify the components of "Management by Objectives (MBO)."
8. Utilize MBO format to develop FBLA program of work.
9. Identify and utilize effective time-management techniques.
10. Demonstrate an understanding of decision-making skills.
11. Conduct an orderly business meeting.
12. Develop successful methods to work and interact with peers, administrators, teachers, businesspersons, and other community people.
13. Participate in leadership opportunities provided by FBLA activities.
14. Demonstrate a thorough knowledge of parliamentary procedure through testing and performance.
15. Recite the FBLA Creed and explain what it can mean as a character builder.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Use the I Can course. Many concepts of self-worth, attitude, and motivation can be developed using the materials in this course. Many suggested activities are explained in the teacher's manual. Example: Have the students list individual positive traits and others that need improvement--seal this and retain until the end of the school year, at which time the envelopes should be opened and their progress measured.

2. Use the Innovative Educator materials. These materials are an excellent source of motivational materials, transparency masters, bulletin board stories and ideas, as well as structured experiences. Example: Use building blocks to demonstrate goal setting. If students are told that most people can stack 10-12 blocks, they will generally state that they can stack that many (single column--one hand). If they are told that most people can stack 14-15, they will state this as their goal. Although many students can stack far more than this, they have no point of reference except what the teacher has told them. So this is an indication of the tremendous responsibility we, as educators, have to help our students set achievable and yet challenging goals.

   The topics for the nine monthly issues of the Innovative Educator 1979 and 1980 are:

	1979-80	1980-81
January	Communications	Human Relations
February	People Building	Enthusiasm
March	Synergy	Dependability
April	Creativity	Discipline
May	The Creator in the Classroom	Pride and Professionalism
September	Goal Setting	A New Beginning
October	Persistence	Self-Esteem
November	Friendship	Caring
December	Positive Thinking	Sharing

3. Use the How to Plan Your Life materials to teaching life planning concepts. The units include: Laws and Principles, Who Am I?, Where Am I?, Is It Possible For Me?, Where Do I Start?, Now What?, Is That All There Is to It?, Major Areas, Time Management, Forming Habits, Personal Communication, and Change and Continuing.

4. Demonstrate that each individual is unique and has special characteristics by the use of play dough in a demonstration. Instruct each person to make something with the dough--then discuss the fact that each person will develop something that is different from the other participants. Each individual is special.

5. Show film "Johnny Lingo." (Film emphasizes the importance of self-image and believing in yourself.)

6. Show film "You." (Film emphasizes enthusiasm.)

7. Discuss research of John Molloy explained in his books Dress for Success and The Woman's Dress for Success.

8. Using magazines, select appropriate attire for various business-related situations. Place cutouts of clothing in a portfolio and include an explanation of each selection. Girls should refer to chapters 8-12 in Today's Woman. Magazines might include: McCalls, Seventeen, Vogue, Gentlemen's Quarterly, and others.

9. Have students prepare a bulletin board from Innovative Educator.

10. Have students write a short report describing and analyzing the most successful person they know.

11. Show film "Ten For Gold." (Film emphasizes the importance of goal setting.)

12. Utilize materials from 1979 Innovative Educator on goal setting.

13. Have the students write two long-range goals and five short-range goals. Seal and open at the end of the year to measure accomplishments.

14. Have the students each day make a list of the "six most important things to do today."

15. Meticulously record (log) what one is doing all day each day for one week. At the end of the week, analyze the information. The analysis should identify time spent on similar tasks that could be consolidated or time spent on tasks that could be someone else's responsibility.

16. Assign the student to study the fall, 1980, issue of Tomorrow's Business Leader which emphasizes time management.

17. Prepare monthly MBO's (Management by Objective) and MAR's (Monthly Activity Reports) of all FBLA activities. All class members should be assigned to a particular committee so that all will be involved. Financial statements and committee reports should be made on a regular basis.

18. Organize and conduct activities such as a Mr. and Miss Local High School Contest, banquets, etc., as a service to the school. These are the events that a student has to work with at this age--several years from now, as an adult, the students will be working with other events; but the same organizational skills developed here will be practiced.

19. Promote student involvement with community business organizations (Rotary, Kiwanis, B & P W, etc.) through attendance at meetings and serving as guest speakers.

20. Prepare for FBLA competition in several events, including parliamentary procedure.

21. Invite the personnel director and/or public relations director of a local firm to speak to the group.

22. Sponsor a "Dress for Success Day."

23. Show film "Doctor, Lawyer, Merchant, Chief: Case Studies in Leadership."

24. Play "The Goal Setting Game."

25. Listen to "Lead the Field" cassettes applicable to leadership development.

26. List problems employees will bring to executive; let other student executives find a solution to the problem.

27. Conduct a meeting using Robert's Rules of Order.

28. Form an FBLA Parliamentary Procedure Team to perform at the District Spring Leadership Conference.

29. Have students read the book, The Greatest Salesman in the World, as a class assignment. Have ten volunteers explain the messages from the ten scrolls described in the book and explain what meaning this has for them in their everyday life.

30. Have students choose a chapter from the best seller, Free to Choose, and make an oral report on five major concepts that they learned in the chapter.

31. Have students study the FBLA Creed and Purposes. Have a class discussion on the meaning of these documents. Challenge the students to memorize the FBLA Creed and internalize it as a Creed to live by.

REFERENCES

Books

Adler, R. and Towne, N. Looking Out-Looking In: Interpersonal Communication. Holt, Reinhart, and Winston, Inc., 1978.

Andrews and Margaut. Opportunity Knocks Series. McGraw-Hill Book Company.

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976.

Chapman, Elwood N. Your Attitude is Showing. Science Research Associates, 1979.

Davidson, Jim. How to Plan Your Life. Pelican Publishing Company, Inc. 630 Burmaster Street, Gretna, Louisiana 70053.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 6 and 7.

FBLA District, State, and National Handbooks. Obtained from FBLA Field Services Division and the State Office.

Friedman, Milton and Rose. Free to Choose. Avon Books, 959 Eighth Avenue, New York, NY 10019.

George, Claude S. Supervision in Action: The Art of Managing Others. Reston Publishing Company, Inc., A Prentice-Hall Company, Reston, VA 22090.

Innovative Educator. Leadership Development Institute, P. O. Box 307, Stillwater, OK 74074.

Jameson, David B. Lead, Leadership Handbook. R. D. No. 4, Box 330, New Castle, PA 16101.

Jones, O. Garfield. Parliamentary Procedure at a Glance. Hawthorn Books, Inc., New York, NY, 1971.

Kahn, Charles H. Going With Your Personality. Fearon-Pitman Publishers, 1971.

Kinnaud, Jerry V. and Cynthia R. Middleton. Human Relations. College of Education, University of Arkansas, Fayetteville, AR 72701.

Laird, D. A., Laird E. C., Fruehling, R. T., and Swift, W. P. Psychology Human Relations and Motivation. McGraw-Hill Book Company, 1975.

Mason and Young. Human Relations at the Office. J. Weston Walch Publishing Co., Portland, ME.

Malloy, John T. Dress for Success. Warner Books.

Malloy, John T. Woman's Dress for Success. Warner Books.

Methods and Materials for Teaching Occupational Survival Skills. University of Illinois, Champaign, IL 61820.

Ray, Bobby. Teen Profile. Milady Publishing Co., 3839 White Plains Road, Bronx, NY 10467.

Robert, Henry M. Robert's Rules of Order. Scott, Foresman and Company, 1970.

Russon, Allien R. Personality Development for Business. South-Western Publishing Co.

Ziglar, Zig. I Can Course. Positive Life Attitudes for America, 13642 Omega at Alpha, Dallas, TX 75234.

Ziglar, Zig. See You at the Top. Positive Life Attitudes for America, 13642 Omega at Alpha, Dallas, TX 75234.

Films

"Dealing with People," Eye Gate Media, 146-01 Archer Avenue, Jamaica, NY 11435.

"Doctor, Lawyer, Merchant, Chief: Case Studies in Leadership," University of Illinois, Audio Visual Service, Urbana, IL 60801.

"Johnny Lingo," Audio Visual Service, Brigham Young University, 290 Herald R. Clark Building, Provo, UT 84602. Also, Audio Visual Center, Oklahoma State University, Stillwater, OK 74078.

"Ten for Gold," Richards' Attainment Institute, 100 North Sixth Street, Minneapolis, MN 55403.

"You," Cally Curtis Company, 1111 North Las Palmas Avenue, Hollywood, CA 90038.

Games

"The Goal Setting Game," Thompson-Mitchell and Associates, 3384 Peachtree Road, N.E., Atlanta, Georgia 30326.

Magazines

FBLA Chapter Activities Guide, Future Business Leaders of America-Phi Beta Lambda, Inc., FBLA Field Services Division, P. O. Box 17417, Dulles, Washington, D.C. 20041.

Forbes, Forbes, Inc., 60 Fifth Avenue, New York, NY 10011.

Hotline, FBLA National Office.

Leadership, American Society of Association Executives, 1101 16th Street, NW, Washington, D.C. 20036.

Parliamentary Procedure Course of Study, FBLA Field Services Division.

Project Awareness Packets, FBLA Field Services Division.

Slides w/Cassettes and Cassettes

"Effective Public Speaking," Zig Ziglar Corporation, 13642 Omega at Alpha, Dallas, TX 75234.

"How to Stay Motivated," 8-tape series, book, and Goal Planner, Zig Ziglar Corporation.

"Lead the Field," Nightingale-Conaut Corporation, The Human Resources Company, 6677 North Lincoln Avenue, Chicago, IL 60645.

"Parliamentary Procedure," Media Implementation Center, Arkansas Department of Education Vocational Division, Little Rock, AR 72201.

"Richer Life Course," 12 tapes, book Goal Planner, and Creative Ideas Manual, Zig Ziglar Corporation.

"The Goals Program," 3 tapes, book, and Goal Planner, Zig Ziglar Corporation.

"The How to Plan Your Life Course," Jim Davidson, President, Continuing Education Services, Route 3, Box 217, North Little Rock, AR 72116.

Transparency Series

Hanson and Parker, Personal Development Transparency Series, South-Western Publishing Co.

Methods and Materials for Teaching Occupational Survival Skills, University of Illinois at Champaign, Urbana, IL 60801.

Your Job--How to Lose It, State Employment Security Division, 1223 West Seventh, Little Rock, AR 72201.

HUMAN RELATIONS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to analyze human interactions by identifying personal needs, wants, desires, feelings, and emotions. The student will be able to illustrate the meaning of attitude and evaluate how and why people respond to each other. The student will also be able to describe the three ego status and personality characteristics.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Match terms associated with human relations to correct definitions.
2. Discuss self-awareness in terms of Maslow's hierarchy of needs, emotions, values, and personality.
3. Develop an understanding of how one's own self-concept can affect success in work situations.
4. Discuss attitude--positive and negative--and its make-up.
5. Explain the importance of personality as it relates to human relations.
6. Identify basic personality traits associated with success in the business world.
7. List personality traits or qualities which everyone has in common.
8. Discuss the meaning of attitude.
9. List positive and negative attitudinal traits.
10. Identify specific actions taken to develop positive attitudes.
11. Demonstrate positive attitudinal traits in dress, body, and facial expressions.
12. List pleasing/disagreeable traits.
13. Discuss the relationship between attitude and job performance.
14. Discuss the consequences of poor job attitude.
15. Develop successful methods to work and interact with peers, administrators, teachers, business people, and other community people.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have students complete a paper analyzing their emotions. They should answer the following questions:
   a. What things are you afraid of?
   b. What gives you the feeling of fear?
   c. What things do you worry about?
   d. Do these things change a lot?
   e. What types of things give you a feeling of love?
   f. What things make you feel egotistical?

2. Evaluate positive and negative attitudinal traits.

3. Analyze TV news commentary--difference between positive and negative reports.

4. Prepare a poster of positive/negative headlines in paper. Discuss which is most common and why.

5. Listen to and discuss the segments on the attitude from the I Can course. Read the accompanying pages from See You At The Top.

6. View and discuss transparencies, Your Job--How to Lose It.

7. Listen to business manager discuss personality attitudes that all employees should possess.

8. Have students make a list of their good personality traits.

9. Have students list their personality traits that might create problems in a business situation.

10. View and discuss filmstrip, "Dealing With People."

11. View and discuss transparencies, You and Your Co-Workers.

12. Have students develop a skit portraying employees with both positive and negative job performance attitudes.

13. List, in order of importance, characteristics that constitute positive work attitudes.

14. Listen to and discuss the tapes, "The Magic of Attitude."

15. Listen to and discuss the tapes, "Understanding Values."

16. Write a short report describing and analyzing the most successful individual you know.

17. Show filmstrip "Human Relations."

18. Invite the personnel and/or public relations manager of a local firm to speak to the group.

19. Let students rate themselves as to why they are liked or disliked. (use handouts 1-7 in Human Relations from The Ohio State University.)

20. Conduct a survey of 100 local business to determine which areas of human relations need improving most in our community.

REFERENCES

Books

Adler, R. and Towne, N. Looking Out--Looking In: Interpersonal Communication. Holt, Reinhart, and Winston, Inc., 383 Madison Avenue, New York, NY 10017.

Andrews and Margaut. Opportunity Knocks Series. McGraw-Hill Book Company.

Baltus, Rita K. Personal Psychology for Life and Work. McGraw-Hill Book Company, 1976.

Chapman, Elwood N. Your Attitude is Showing. Science Research Associates, 155 North Wacker Drive, Chicago, Il 60606.

Eggland and Williams. Human Relations in Business. South-Western Publishing Co., 1977.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979.

Human Relations, Revised, A Training Course for People Who Manage People. Distributive Education Materials Laboratory, The Ohio State University, 1855 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

Human Relations: Personal Development, (Learning Activities Packages). The Ohio State University, 1980. (LAPs 1-9;$60)

Kahn, Charles H. Going With Your Personality. Fearon-Pitman Publishers, 6 Davis Drive, Belmont, CA 94002.

Kinnaud, Jerry V. and Cynthia R. Middleton. Human Relations. College of Education, University of Arkansas, Fayetteville, AR, 1977.

Laird, D. A., Laird E. C., Fruehling, R. T., and Swift, W. P. Psychology: Human Relations and Motivation. McGraw-Hill Book Co., 1975

Mason and Young. Human Relations at the Office. J. Weston Walch, Box 658, Portland, ME 04104.

Russon, Allien R. Personality Development for Business. South-Western Publishing Co., 5101 Madison Road, Cincinnati, OH 45227.

Ziglar, Zig. I Can Course. Positive Life Attitudes for America. ($300)

Ziglar, Zig. See You At The Top. Positive Life Attitudes for America.

Brochures

Neff, Nary and Domer, Marilyn, "Exploring Your Values," Science Research Associates, 155 North Wacker Drive, Chicago, IL 60606.

Roan, Pearl, "Book About You," Barron's Educational Series, Inc., 113 Crossways Park Drive, Woodbury, NY 11797.

Films/Filmstrips

"Dealing With People," Eye Gate Media, 146-01 Archer Avenue, Jamaica, NY 11435.

"Succeeding in the World of Work--Human Relationships," McKnight Publishing Co., 200 Park Avenue, South, New York, NY 10003.

"You and Your Co-Workers," Singer Company, 80 Commerce Drive, Rochester, NY 10020.

Cassettes

"Lead the Field," Nightingale-Conaut Corporation, The Human Resources Company, 6677 N. Lincoln Avenue, Chicago, IL 60645.

"Understanding Values," Zig Ziglar from See You At The Top Series, Positive Life Attitudes for America.

Transparencies

Hanson and Parker, Personal Development Transparency Series, South-Western Publishing Co.

Human Relations, Distributive Education Materials Laboratory, Ohio State University, 1855 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210.

Methods and Materials for Teaching Occupational Survival Skills, University of Illinois at Champaign, Units: "Understanding Self," "Problem Solving."

Your Job--How to Lose It, State Employment Security Division, Little Rock, AR 72201.

BUSINESS COMMUNICATIONS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to demonstrate knowledge and preparation of proper verbal, written, listening, and reading communications used in business, demonstrate appropriate telephone techniques, effectively dictate business communications, develop telephone techniques, effectively dictate business communications, develop legible penmanship and notetaking skills and describe types of various telecommunication systems.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Demonstrate correct verbal communications in introductions, conversations, public speaking, and presentations.
2. Describe the importance of proper speech in dealing with people.
3. Develop a personal writing style in written communications.
4. Distinguish among the different letter styles and formats.
5. Compose various kinds of business letters, such as sales, collection, requests, persuasive, and follow-up.
6. Demonstrate the proper techniques in using the telephone.
7. Demonstrate proper use of telephone directory.
8. Describe the procedure an executive follows during, before, and after dictation.
9. Demonstrate proper dictation techniques--machine and individual.
10. Identify various types and uses of telecommunication systems.
11. Recognize the qualities of various mailable business documents.
12. Improve reading comprehension.
13. Demonstrate proper listening skills.
14. List factors that contribute to the success of business calls.
15. Recognize sex-biased language in business documents.
16. Demonstrate the appropriate procedures for answering and handling incoming business calls during role play.

17. Explain the importance of legible handwriting.

18. Apply penmanship skills in completing business forms.

19. Develop a skill in abbreviated notetaking.

20. Develop a skill in memory/word association.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have students role play business introductions and conversations, using appropriate dialogue.

2. Read and solve case studies concerning oral and written communications.

3. Compile a list of observable mannerisms and role play those which are distracting.

4. Show AETN video-taped program "Work Communication" from the series Jobs.

5. Invite guest speaker from the telephone company to speak on oral communications.

6. Students should prepare and give a business presentation.

7. Pair class members up with someone they are not well acquainted with and have one student initiate a conversation and keep it going for two minutes without getting too personal or discussing a controversial subject. Then reverse the roles and let the other student initiate and maintain the conversation for two minutes.

8. Divide the class into small groups of three to five, giving a topic for discussion and have them practice letting each contribute but no one person doing too much talking.

9. Show film, "How to Lose a Customer Without Trying."

10. Make a list of works and expressions that you have heard that illustrate the slurring or improper sounding of syllables such as: "workin" for "working," "gimme" for "give me." What suggestions would you make to help your fellow students eliminate these habits?

11. Make a list of colloquial words and expressions that you and your classmates use that you feel would not be appropriate in a business office. Opposite each word indicate what you would say if you were talking to an office associate: "around for about--I will leave the office about five o'clock."

12. Listen to the voice quality of others. Identify a voice that you feel is pleasant and that you enjoy hearing. Describe in as much detail as possible what makes the voice pleasing to you.

13. Instructor or students provide oral directions or orders for another student to follow:
    a. Start with one-step orders.
    b. Proceed to more complex orders/directions as student's skills increase.

14. Have a Dale Carnegie representative teach the students memory training through word association.

15. Have each student prepare a speech according to the FBLA guidelines in the public speaking competitive event. Select the best speaker to enter FBLA district competition.

16. Determine through case studies, the type of communication to be used in various business situations.

17. Show filmstrip "The Johari Window." (Filmstrip discusses communication concepts.)

18. Obtain materials to teach the students an abbreviated notetaking system. Explain the importance of an executive developing the skills to take fast notes.

19. Obtain a zip code directory for classroom use and teach students how to use it.

20. Use opaque projector (or make transparencies) to show letters received by teacher. Students are to critique for any type of error--placement, grammar, sentence construction, contradiction of C-qualities, etc.

21. Invite a secretary to talk about writing business letters and the importance of using a correct form, catching errors, being neat, spelling all words correctly, etc.

22. Have students collect examples of good and bad business letters. Have students point out good and poor features of the letters, covering such points as form, arrangement, clearness, and conciseness.

23. Obtain business forms from small business owners in the community. Students should apply legible penmanship skills and complete the forms.

24. Have the students identify the principal causes of poor handwriting:
    a. Excessive speed
    b. Sloppy posture
    c. Poor position of paper
    d. Indifferent attitude

25. Discuss the principal items in a handwriting rating scale:
    a. Uniformity
    b. Readability
    c. Spacing

26. Copy a paragraph of 100 words from a book in your best handwriting and evaluate the quality of your handwriting.

27. Write the figures 1234567890. Check figures to see if they meet the standards for writing numbers as suggested by the Handwriting Institute.

28. Write a column of at least 50 figures in which you write each figure from 1 to 9 at least three times. Judge the quality of your work.

29. Study the type of letters that are recommended for lettering in business.

30. Invite an executive to speak to the class on effective dictation techniques.

31. Ask students to compose several business letters and dictate them to shorthand students as well as to a voice recording device.

32. Dictate a number of the most common dictation problems that secretaries may encounter while taking dictating such as deletions, extensive changes, long insertions, and so on.

33. Teach the students how to prepare for dictation.
    a. Schedule regular dictation sessions
    b. Minimize interruptions
    c. Visualize reader
    d. Assemble dictation materials
    e. Organize your thoughts
    f. Write notes to yourself

34. Teach the students points to remember in dictating.
    a. Avoid personal mannerisms
    b. Dictate rush correspondence first
    c. Dictate clearly and evenly
    d. Mentally review effective writing techniques
    e. Give special transcribing instructions
    f. Know your dictating equipment
    g. Practice dictating over the telephone

35. Show filmstrip "Thank You. Please Call Again" by Southwestern Bell. (Filmstrip discusses telephone techniques.)

36. Make a visit to industries using sophisticated communication devices.

37. Compile a directory of telephone area codes and time-zone map of numbers frequently used.

38. Use cassette, "Telephone Image Guide" and "Image Reaction Card."

39. Have students role play telephone situations from scripts in "Teletraining for Business Studies."

40. Place situations and tasks on index cards for the student to use for impromptu conversations on the telephone.

41. Have students write a telephone script to be video taped after rehearsing. Script could show improper methods and then proper methods of answering telephone, soothing an irritated customer, etc.

42. Visit a local telephone office. Have the students become acquainted with latest dial services, including the switchboard system. Have them prepare and submit a typewritten report on their visit.

43. Encourage the students to consider the communication systems of 50 years ago and the difficulties that would be experienced today if we found it necessary to rely on the older system.

44. Use telephone directory to acquaint students with basic information ordinarily found in a telephone directory.

45. A committee of students may be assigned to obtain brochures describing such services as Call Directory equipment, conference calls, Data-Phone, and WATS which are available in the local area.

46. Use booklet How to Succeed in Business by Telephone to study ways to make your telephone voice and personality more effective, how to place a call, answer a call, to handle incoming calls, and transfer a call.

REFERENCES

Books

Aurner, Robert R., Ph. D., and Burtness, Paul S., Ph. D. Effective English for Business Communications. Sixth Edition, South-Western Publishing Co., 1970.

Atwood, Illa W. Teaching Office Procedures Today. J. Weston Walch, 1976, Chapter 5.

Berbrich, Joan D., Ph. D. Writing Practically. Amsco School Publications, 1980, Units 2, 3, 5, 6, and 7.

Cleary, Joseph B. and Lacombe, Joan M. English Style Skill-Builders. McGraw-Hill Book Company.

Eggland and Williams, Human Relations in Business. South-Western Publishing Co., 1977.

Fruehling. R., and Bouchard, S. Business Correspondence/30. McGraw-Hill Book Company, 1971.

Gregg Reference Manual, McGraw-Hill Book Company.

Goozner, Calman. Clerical Practice Skills. Amsco School Publications, 1980, Units 8 and pages 44-49.

Hedde, W., Brigance, W., and Powell, V. The New American Speech. J. B. Lippincott Company, 1968.

Holmes, Ralph M. The Reference Guide. Houghton Mifflin Company, 1980.

James, Barry. Call Me Mister. Milady Publishing Corporation, 1974, Chapters 20-22.

Levine, H. English: A Comprehensive Course. Arco Publishing Company, 1970.

Lyon, L. H. and Ferguson, Margaret Ann. Applied Penmanship. South-Western Publishing Co., Third Edition, 1976.

Mason, Louis, and Young, Jeri. Human Relations at the Office. J. Weston Walch, Publisher, 1973. Case studies 8, 9, 16, 18, 22, 55, 56, 70, 99, 107.

Menning, J. H., Wilkinson, C. W., and Clarke, Peter B. Communicating Through Letters and Reports. Sixth Edition, Richard D. Irwin, Inc., 1976, Appendix (Pointers to Good Dictation) pages 607-611.

O'Connor, J. Regis. Speech Exploring Communication. Prentice-Hall, 1981.

Poe, Roy W. and Fruehling, Rosemary. Business Communication, A Problem Solving Approach. Gregg-McGraw-Hill Book Company, 1978.

Reiff, Rosanne. Communication Skills for the Processing of Words. South-Western Publishing Co.

Russion, Allien R. Personality Development for Business. South-Western Publishing Co.

Schrag, Adele F. How to Dictate. McGraw-Hill Book Company, 1981.

Stewart, M., Langam, F., Zimmer, K., Clark, L., and Stead, B. Business English and Communication. McGraw-Hill Book Company, 1978.

Teletraining for Business Studies. Available from Southwestern Bell Telephone Company. (Accompanies Teletrainer)

Van-Huss, Susie H. Basic Letter and Memo Writing. South-Western Publishing Co., 1981.

Williams, John W., and Eggland, Steven A. Communications at Work. South-Western Publishing Co.

Zinman's Rapid Writing, Notehand. EZ ABC Shorthand, Box Z, Point Lookout, Long Island, New York 11569.

Brochures

Forbes, Malcolm. "How to Write A Business Letter." For free reprints write: "Power of the Printed Word," International Paper Comapny, Department 1, P. O. Box 900, Elmsford, NY 10523.

"Good Telephone Techniques to Help Your Business." Free from U. S. Independent Telephone Association, 1801 K Street, N. W., Suite 1201, Washington, D. C. 20006.

"How To Improve Your Handwriting." Veterans Administration, VA Pamphlet 03-2, Washington; U. S. Government Printing Office, pp. 12-13.

Southwestern Bell Telephone Company, Little Rock, Arkansas.

1. "Telephone Personality Tips"
2. "Hints on Selling by Telephone"
3. "How to Make Friends by Telephone"
4. "How to Succeed in Business by Telephone"
5. "The Voice with a Smile"

Films and Filmstrips

"Communication Concepts: The Johari Window," filmstrip, cassette, educator's guide, Consumers Affairs Department, J. C. Penney Company, Inc., 1301 Avenue of the Americas, New York, NY 10019.

"Telephone Dynamics," two prerecorded cassette tapes, one blank tape, workbook, Western Tape, P. O. Box 69, Mountain View, CA 94040.

"Thank You. Please Call Again," Southwestern Bell Telephone, 1111 West Capital, Room 1096, Little Rock, AR 72201.

"Work Communications," JOBS, video-taped program, Arkansas Educational Television Network, 350 South Donaghey, Conway, AR 72032.

Department of Education, Little Rock, AR 72201

1. "Careers in Communication"
2. "Development of Communications"
3. "Your Job - Applying For It"
4. "Your Job - Getting It"
5. "Courtesy Counts a Lot"
6. "Communication Fundamentals: Five Basic Skills"

Magazine Articles

Business Education World, "Teaching the Dictator to Dictate," Gregg/McGraw-Hill, November-December, 1980, pp. 21-22.

Viewpoints in Business and Office Education, "Dictating Effective Business Letters, September, 1980, p. 2.

Today's Secretary, "Listening and Speaking," December, 1973, page 23.

Business Education Forum, "Communication: Recapture the Art of Listening," February, 1978, pp. 29-30.

Business Education Forum, "How to Improve Listening Ability," December, 1978, pp. 22-23.

PART C

THE ENTREPRENEUR

AND THE

COMPUTER

COMPUTERS FOR THE SMALL BUSINESS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to identify information systems and business applications that may be computerized, list the advantages and disadvantages of using a service bureau and owning your own small business computer, and discuss the advantages and disadvantages of purchasing, leasing, and/or renting a small business computer.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Explain the need for information processing.
2. Describe various types of information systems for businesses.
3. Explain circumstances that must exist for information to be useful to business owners.
4. Identify business applications that may be computerized.
5. Determine the feasibility of computerizing various computer applications.
6. List service bureaus.
7. List the advantages and disadvantages of using a service bureau.
8. List the advantages and disadvantages of owning your own small business computer.
9. Discuss methods of selecting a small business computer.
10. Discuss the advantages and disadvantages of purchasing, leasing, and/or renting a small business computer.
11. Discuss canned software packages and the importance of customizing that package to fit a business' needs.
12. Discuss the advantages of purchasing a small business computer that allows upgrading as company needs grow.
13. Discuss the expertise needed for operating the various computer systems.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Visit two businesses: One of which maintains a large computer system, and one which maintains a small computer system.

2. Review Small Business Bibliography No. 80 for possible classroom use.

3. Contact local vendors for speakers and demonstrations of equipment.

4. Invite a small business owner who has a small business computer system to speak to the class on topics such as: (1) How did you come to realize that you needed to computerize your business?; (2) What process did you go through in choosing the correct small business computer for your particular business, etc.

5. Have a speaker from a service bureau talk to the class on the advantages of using a service bureau.

6. Review "Can You Use a Minicomputer?", MA 250--Small Business Administration.

7. Review "Computers for Small Business--Service Bureaus of Timesharing, Small Marketers' Aids No. 149.

8. Have students visit various vendors for onsight demonstrations of the various small business computers on the market.

9. Review films on informtion processing and select several appropriate ones relating to small businesses to show to the class.

REFERENCES

Books

Business Systems. Association for Systems Management, 24587 Bagley Road, Cleveland, OH 44138. 1975.

Condon, Robert J. Data Processing with Application. Reston Publishing Company, Inc., Reston, VA 22090. 1981.

Contracting For Computing. Vol. II, Educom, Box 364, Princeton, NJ 08540.

Eckhouse, Richard H., Jr. Minicomputer Systems: Organizing and Programming. Prentice-Hall, Inc., 1975.

Enger, Norman L. Management Standards for Developing Information Systems. Amacon, 1977.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 19.

Grindley, Kit and Humble, John. The Effective Computer: A Management by Objectives Approach. Amacom, American Management Associations, 135 West 50th Street, New York, NY 10020. 1974.

Kearney, James M. and Mitutinovich, Jugoslav S. A Guide to Successful Computer System Selection. Data Processing Management Association, 505 Busse Highway, Park Ridge, IL 60068. 1976.

Kenney, Donald P. Minicomputers: Low Cost Computer Power for Management. Amacom, 1973.

Mixon, S. R. Handbook of Data Processing Administration, Operations and Procedures. Amacom, 1976.

Slay, Joseph R. Straight Talk on Computers for the Small Business Managers. The Center for Small Business Information, P. O. Box 3158, Richmond, VA 23235. 1980.

Smith, Leighton F. An Executive Briefing on the Control of Computers. Data Processing Management Association.

Weitzman, Cay. Minicomputer Systems: Structure, Implementation and Application. Prentice Hall, Inc., Englewood Cliffs, NJ 07632. 1976.

Brochures

"Documentation Standards Manual for Computer Systems," Association for Systems Management. $5.

"Guidelines for the Development and Implementation of Computer-Based Application Systems," American Institute of Certified Public Accountants. $3.

"Guidelines for General Systems Specifications for a Computer System," American Institute of Certified Public Accountants, 1211 Avenue of the Americas, New York, NY 10036. $3.50. 1976.

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SBB 80 - "Data Processing for Small Business"
2. SMA 149 - "Computers for Small Business--Service Bureaus or Time Sharing"
3. MA 250 - "Can You Use a Minicomputer?"

Films

"A Computer Glossary," 11 Minutes, Available through IBM, Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

"Green Light," 14 Minutes, Business Education Films, 7820 20th Avenue, Brooklyn, NY 11214.

"Jobs in Data Processing," (Series), Coronet Instructional Media, 65 East South Water Street, Chicago, IL 60601.

"Some Call It Software," 12 Minutes, Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

"The Information Machine," 10 Minutes, Modern Talking Picture Service, 2323 New Hyde Park Road, New Hyde Park, NY 11040.

"The Marvelous Calculator," 19 Minutes, Control Data, 8100-34th Avenue, South Box O, Brooklyn, NY.

"Ultimate Machine," 30 Minutes, University of California, Extension Media Center, Berkeley, CA 94720.

For Complete Catalog of Data Processing Films Contact: The Society of Data Educator, 83 Fair Meadow Road, Memphis, TN 38117.

Magazines

Creating Computing, P. O. Box 789-M, Morristown, NY 07960, One-Year Subscription--$15.

EDU, The Education Magazine of Digital Equipment Corporation, Digital Equipment Corporation, Education Computer System Group, 200 Forest Street, Marlboro, MA 01752.

Interface, The Computer Education Quarterly, 116 Royal Oak, Santa Cruz, CA 95066, Cost $10 Individual.

The Computing Teacher, Computing Center, Eastern Oregon State College, LaGrande, OR 97850, Subscription Rate--$8.

MICROCOMPUTERS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define terms relative to information processing, explain the basic components of the microcomputer system, discuss input/output devices and their media; have a basic understanding of the various programming languages, construct flowcharts, and write BASIC programs.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms relative to information processing.
2. Discuss types of information processing hardware and their characteristics.
3. Define the basic components of a microcomputer system.
4. Trace the flow of information through the computer.
5. Discuss input/output devices.
6. Identify media used by input/output devices.
7. Distinguish between hardware and software.
8. Discuss the following programming languages: Machine language, Assembly language, FORTRAN, COBOL, PB/1, RPG, BASIC, etc.
9. Discuss the steps in the program development process.
10. Identify the ANSI system flowcharting symbols.
11. Identify the ANSI program flowcharting symbols.
12. Demonstrate the construction of a flowchart.
13. Flowchart a simple business problem.
14. Write a simple BASIC program.
15. Discuss career opportunities in the information processing field.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Contact your local DPMA chapter requesting available audiovisual materials and resource personnel.

2. Review Small Business Bibliography No. 80 for possible classroom use.

3. Subscribe to any free publications involving information processing such as Modern Office Procedures.

4. Contact local vendors for speakers and demonstrations of equipment.

5. Assign students to read and collect newspaper articles and other periodicals for state of the art information.

6. Invite a bank executive to speak to the class on computer crime and computer security measures.

7. Attend the Fall Computer Show sponsored by DPMA.

8. Invite a programmer to speak to the class on the duties and responsibilities on his/her job.

9. Present several problems to be flowcharted and coded in the BASIC language.

10. Have students visit various vendors for onsight demonstrations of the various small business computers on the market.

REFERENCES

Books

Albrecht, Bob, Inman, Don, and Zamora, Ramon. TRS-80 Level II Basic--A Self-Teaching Guide. John Wiley & Sons, Inc., 605 Third Avenue, New York, NY 10158. 1981.

Barden, William, Jr. Programming Techniques for Level II Basic. Radio Shack, 1980.

Bohl, Marilyn. Information Processing. Science Research Associates, Inc., 1980.

Bosworth, Bruce and Nagel, Harry L. Programming In Basic for Business. SRA, 1981.

Couger, J. Daniel and McFadden, Fred. A First Course In Data Processing. John Wiley and Sons, 1977.

Dwyer, Thomas A. and Kaufman, Michael S. A Guided Tour of Computer Programming in Basic. Houghton Mifflin Company, 1980.

Everard, Kenneth E. and Shilt, Bernard A. Business Principles and Management. South-Western Publishing Co., 1979.

Harris, Martin L. Introduction to Data Processing. John Wiley & Sons, Inc., 1979.

Jennings, Carol Ann and McDonald, Sandy. Information Processing. MAVCC Publication, Stillwater, OK, 1981.

Lodsdon, Thomas. Programming in Basic. Anaheim Publishing Co., 1120 East Ash, Fullerton, CA 92631.

Logsdon, Thomas. Programming in Basic With Applications. Anaheim Publishing Co.

Murach, Mike. An Introduction to Basic. SRA, 1980.

Popkin, Gary S., and Pike, Arthur. Introduction to Data Processing. Houghton Mifflin Company, 1977.

Robichaud, Beryl, Muscat, Eugene, and Hall, Alix-Marie. Introduction to Data Processing, McGraw-Hill Book Company, 1977.

Rugg, Tom and Feldman, Phil. TRS-80 Programs for the TRS-80 Level II Computer. Dilithium Press, 1980.

Shelly, Gary B., and Cashman, Thomas J. Introduction to Computers and Data Processing. Anaheim Publishing Company, 1980.

Wanous, S. J., Wagner, Gerald E., and Lambrecht, Edith J. Fundamentals of Data Processing. South-Western Publishing Co., 1981.

Wanous, S. J., Wagner, Gerald E., and Hallman, Stephen. Introduction to Automated Data Processing. South-Western Publishing Co., 1979.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)
1. SBB 80 - "Data Processing for Small Businesses"
2. MA 250 - "Can You Use a Minicomputer"

PART D

THE ENTREPRENEUR ESTABLISHES A BUSINESS

DEVELOPING A BUSINESS PLAN

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to determine the type of service or product, conduct a market survey, determine business location, develop a financial preview, and select physical facilities and equipment needs.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define the terms relative to developing a business plan.
2. Determine the type of service or products based on expertise and experience.
3. Identify the characteristics of operating a service- or product-type business.
4. Identify the operating methods of service- or product-type business.
5. Identify and describe the techniques of a market survey.
6. List sources of obtaining market survey data.
7. Make a decision from the results of survey.
8. Identify factors affecting choice of locations.
9. List sources of outside help in determining locations.
10. Estimate capital requirements of a small business.
11. List sources of funds for a new business.
12. Select the building suitable for the type of business.
13. Design the layout for a small business.
14. Determine necessary equipment for the operation of the business.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have the students list the types of service or products in which they are interested.

2. Have the students complete checklist for going into business from text Small Business Management. Appendix, page 503. This checklist can also be obtained from SBA Brochure No. 71.

3. Develop a local market survey instrument as a class project.

4. Conduct a market survey as class or individual project.

5. List the most critical new, small business needs of the community based on the market survey.

6. Invite a guest speaker from a small business on the topic of setting up a new business.

7. Show the film "Furgi Starts a Business."

8. Show the film "The Business Plan," SBA. (Dramatizes the need for and elements in a business plan and management tool for a successful business operation.)

9. Show the film "The Calendar Game." (Film emphasizes the need for planning and budgeting by small retail and service businesses.)

10. Conduct traffic survey of selected locations in the community and discuss ideal locations of a business.

11. Have students select two established businesses in the community, one which they consider to be a good location, and one they consider to be a poor location. Ask the students to be prepared to defend their analysis of the locations.

12. Have students draw a floor plan to scale and design a layout of the various items of equipment for a particular type of business as a class project.

13. Review business plans for selected types of businesses using SBA brochures No. 150, NO. 218, No. 221, and No. 153. Discuss the overall importance for such plans.

14. Have students individually do a complete business plan using the following steps:
    a. Decide a business based on their expertise.
    b. Conduct a business survey.
    c. Determine an ideal location.
    d. Develop a financial plan.
    e. Develop a physical facility including layout and equipment.

REFERENCES

Books

Baumback, C. M., Lawyer, K. How to Organize and Operate a Small Business. Prentice-Hall, Inc. Sixth Edition, Chapters 5-8.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapters 5, 9, 10.

Macfarlane, William N. Principles of Small Business Management. McGraw-Hill Book Company, 1977, Chapters 3, 6, 7.

PACE A Program for Acquiring Competence in Entrepreneurship, Part II, Unit A, "Developing the Business Plan," Unit B, "Where to Locate the Business," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Co., 1978.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. No. 150 - "Business Plan for Retailers."
2. No. 152 - "Using a Traffic Study to Select a Retail Site."
3. No. 153 - "Business Plan for Small Service Firms."
4. No. 168 - "Store Location: Little Things Mean a Lot."
5. No. 218 - "Business Plan for Small Manufacturers."
6. No. 221 - "Business Plan for Small Construction Firms."

Films

"Furgi Starts a Business," Walt Disney.

"The Business Plan," 16mm film, 14 minutes, color, Small Business Administration, see Appendix D.

"The Calendar Game," 16mm film, 13 minutes, color, Small Business Administration, see Appendix D.

DETERMINING THE LEGAL FORM OF OWNERSHIP

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to describe the characteristics of sole proprietorships, partnerships, corporations, and franchises; give examples of each type of ownership in his/her local community and analyze the advantages and disadvantages of each.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define the terms associated with the four legal forms of business ownership.
2. List the advantages and disadvantages of each: sole proprietorship, partnership, corporations, and franchises.
3. Discuss the rights and duties of partners.
4. Identify the types of business that are best suited to each legal form of ownership.
5. Indicate some of the legal points to be considered when selecting a name for a business.
6. Identify examples of each type that are located in the local community.
7. Identify the basic rights of stockholders.
8. Describe how a corporation is formed.
9. Explain the scope and development of franchising.
10. Evaluate franchising opportunities in the local community.
11. Explain why franchising has been referred to as the "Last Frontier."

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Plan a field trip to a business which is a sole proprietorship, a partnership, a corporation, and a franchise.

2. Prepare a bulletin board that compares a sole proprietorship, partnership, corporation, and franchise.

3. Complete the business ownership crossword puzzle that you will find in the PACE materials.

4. Invite a stockholder to your classroom to explain the different kinds of stock.

5. Have an owner of a small business visit your classroom to discuss his or her small business.

6. View the film "Franchise Opportunity in the World of Work."

7. Divide the class into four groups--one to study the nature of the proprietorship, one the partnership, one the corporation, and the other the franchise. Each group should give a presentation of a description of the business form it is studying and list any advantages and disadvantages. A master chart could be prepared depicting ownership, control, sources of income or capital, and profit distribution.

8. Divide the class into random groups of two, three, or four. The students in each group represent partners in a hypothetical business determined by the instructor. Each student is also given a 3 x 5 card containing hypothetical background information concerning education, work experience, and the amount of financial investment each would contribute. Have each group draw up a partnership agreement based on the important items that should be included in such agreements. These items might be listed on the chalkboard as a guide. Have the student discuss their agreement with the class.

9. Make a list of the franchise businesses that can be found in the local telephone directory.

10. Invite a resource person to talk about: (a) organizing a corporation; (b) obtaining a charter; (c) selling and issuing stocks; and (d) making reports to the proper state authority.

11. Provide the SBA Small Business Management Series Publication No. 35 "Franchise Index/Profile" to selected students. Have students investigate franchise opportunities. Make a choice of the two most likely to succeed in their locality and make an oral report to the class. Students should be prepared to defend their choices.

REFERENCES

Books

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapters 6 and 9.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapters 6 and 7.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 5 and 6.

Macfarlane, William N. Principles of Small Business Management. McGraw-Hill Book Company, 1977, Chapters 4 and 8.

PACE A Program for Acquiring Competence in Entrepreneurship, Part II, Unit E, "Choosing the Type of Ownership," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapter 11.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)
1. MA 223 - "Incorporating a Small Business"
2. MA 231 - "Selecting the Legal Structure for your Business"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Cost)
1. Small Business Management Series, No. 35, "Franchise Index/ Profile," No. 045-000-00125-3, $2.

Films

"Franchise Opportunity in the World of Work," 11 minutes, Number 03849, Rental $7, Visual Aids Service, University of Illinois, 1325 South Oak Street, Champaign, Illinois 61820.

LEGAL ISSUES AND THE SMALL BUSINESS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define terms, list and discuss requirements of a contract, describe the differences between contracts and negotiable instruments, describe insolvency and identify the acts of bankruptcy, explain how property is acquired, used, and transferred, understand employment practices as well as rights of both employees and employers, the need for government regulation of business, and name and discuss government and private sources of consumer protection.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms relative to contracts.
2. List and discuss the requirements of a contract.
3. Name four means by which a contract may end.
4. Describe at least two remedies for breach of contract.
5. Discuss insolvency and voluntary versus involuntary bankruptcy.
6. Describe what actions a federal court takes when a petition for bankruptcy is filed and adjudged.
7. Define terms relative to negotiable instruments.
8. Explain how negotiable instruments differ from ordinary contracts.
9. Name at least four conditions that must be present for an instrument to be negotiable.
10. Describe two methods for transferring negotiable instruments.
11. Evaluate the rights of employees and employers given to them by law.
12. Discuss the implications of government regulations of employment.
13. List the do's and don't's of interviewing prospective employees.
14. Explain unfair labor practices and give details of documentations needed for defense against discrimination charges.
15. Define terms relative to property.

16. Name at least four ways of acquiring real property.

17. Discuss how a lease is entered into and how it is terminated.

18. Distinguish between the right of an owner to use property and the rights of a tenant to use property.

19. Evaluate the legal basis for government regulation of business.

20. Identify some common forms of unfair trade practices.

21. List independent administrative agencies created by legislation and the areas of activity over which they have various degrees of control.

22. Define terms relative to consumer protection.

23. Name at least five federal agencies that provide service and protection to consumers.

24. Name at least three private agencies that provide service and protection to consumers.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Speakers from the business community are valuable resources for the classroom teacher. The following suggestions are listed from which a teacher should select at least one each school year:

   A. Invite a lawyer to talk to call on the subject of contracts. See "Special Resources."

   B. Invite a person from the Small Business Administration to speak to the class. The subject would be "Why Small Business Fails." The object is how to avoid bankruptcy.

   C. Invite a person from the Attorney General's Consumer Protection Division. Ask the speaker to discuss examples of the consumer protection laws, how the law deals with businesses that do not adhere to the law, and how the law also helps to protect the honest business owners. See "Special Resources."

   D. Invite the officer of property management association of a bank to discuss with students leasing commercial property.

   E. Invite a person from the Federal Bankruptcy Court to speak to the class. Ask the speaker to discuss the legal action of the court in a voluntary and involuntary small business bankruptcy procedure.

   F. Invite a lawyer to explain federal bankruptcy code and procedure for filing bankruptcy.

G. Invite a bank officer to talk to class about negotiable instruments and foreclosures of business loans.

H. Invite real estate broker to discuss with students pros and cons of buying commercial property.

2. Films available to enhance the teaching of this unit are listed. The addresses to obtain them are listed under "Films."

A. "Mrs. Peabody's Beach"

B. "Read Before You Write"

C. "Landlord and Tenant: Improved Tenant Remedies" (Sound slides)

D. "Law and the Consumer: Conflict of Interest" (Sound slides)

E. "This is Fraud (Consumer Fraud)"

F. "Foot in the Door"

G. "Applied Business Law" (Filmstrips and Cassettes)
"Contracts," Parts 1 and 2 (Volume 1)
"Commercial Paper," Parts 1 and 2 (Volume 2)
"Renting and Owning Real Property," (Volume 3)

3. Dramatizations/Simulations

A. Dramatize cases relating to the subject matter. For example:

1. Have the students prepare a commercial making the product appealing but misleading.

2. Select three students from the class to work up and dramatize a contract involving an assignment and one involving a delegation. The dramatizatons may be video taped so that the students can see themselves.

3. Select seven students from the class to work up and dramatize the four ways a contract is discharged or terminated. The dramatizations may be video taped so that the students can see themselves.

4. Have the students role play examples of making a purchase in a store. They should demonstrate that when customers say they will buy an item, they are making an offer which can be accepted or rejected by the store.

B. Have the students make out checks to persons sitting near them. Extra checks in the accounting workbooks are useful for this purpose. Have the students deliver the checks to the payees. Next have them endorse the checks and negotiate them to other students. Do this several times, using different endorsements.

C. Simulate borrowing money from a commercial bank. May be done by simply filling in blank forms secured from bank or by a field trip to a bank for this purpose. If the latter is done, students should have a financial statement in hand and a clear understanding of the purpose for borrowing money.

D. Have students prepare a promissory note to borrow money from a family member or friend for the purpose of starting a business.

4. Field Trip Suggestions:

A. Take a field trip to court when the case being tried is pertinent to the subject being discussed.

B. Take a field trip to a bank during the study of commercial paper.

5. Bulletin Board Ideas:

A. Create a bulletin board poster depicting local trades and professions that are licensed by the state. Discuss the reasons behind licensing these professions and not others. (Have small groups create the poster and lead the discussion.)

B. Create a bulletin board or poster depicting usury laws or Sunday laws in your city and state. (Have small groups create the poster and share with the class.)

C. Create a bulletin board or poster showing as many types of contracts as they can think of that should be in writing and that might be entered into by a business person in the community. (Have small groups create the poster and share with the class.)

D. Have students prepare a bulletin board displaying the various types of contracts with an explanation of each.

E. Have the class start a collection of blank negotiable instrument forms that will eventually illustrate all the various kinds described in this unit. Students may obtain forms from their parents, local banks, post offices, business concerns, and stationery stores. These forms may be displayed as a large bulletin board exhibit.

6. Obtain a copy of the Uniform Commercial Code for reference in the classroom.

7. Request that your name be placed on mailing list to receive Consumer Alert. See "Special Resources."

8. Have the students devise puzzles (crossword and word) on terminology.

9. Have the students discuss consumer protection laws applicable to high school students.

10. Present the following problem to students: Assume that you own a small donut shop in your local community. During the course of the day you cashed ten checks for different customers who are known to you. Some of these were cashed by drawers and some by endorsers. During the night a burglar broke in and stole all the money and checks in your safe. Explain what you would do under these circumstances.

11. Start a class discussion on the difference in a voluntary bankrupt and an involuntary bankrupt.

12. Review various brochures listed in the reference section relating to consumer protection laws.

13. Assign students to collect newspaper and magazine articles regarding faulty products and resultant action taken by manufacturers.

14. Have the class investigate the bankruptcy laws in the state of Arkansas.

15. Start a class collection of pamphlets describing consumer laws.

16. Let the students give examples of personal experiences entering into a contractual agreement.

17. Have students do a class project to investigate zoning ordinances in community.

18. Have the students list 25 parcels of real property available for conveyance in your county.

REFERENCES

Books

Churchill, E. Richard, Linda R. You and the Law. J. Weston Walch, Publisher, 1976. Part II, Pages 123-127.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 15.

Fisk, McKee, Mietus, Norbert J., and Snapp, James C. Applied Business Law. Tenth Edition, South-Western Publishing Co., 1972, Chapter 4.

Jelley, Herbert M., and Hermann, Robert O. The American Consumer. Second Edition, McGraw-Hill Book Company, 1978, Chapters 28, 29, and 30.

Maedke, Wilmer O., Lowe, Ross E., Boardman, Charles C., and Malouf, Charles A. Consumer Education. Glencoe Publishing Co., Inc., 1979, Unit 1, Sections 1-4.

Newman, Jason, O'Brien, Edward. Street Law. West Publishing Company, 1975, Chapter 3.

PACE A Program for Acquiring Competence in Entrepreneurship, Unit II, Unit C, "Legal Issues and Small Business," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Rosenberg, R. Robert, Whitcraft, John E., and Brown, Gordon W. Understanding Business and Consumer Law. Sixth Edition, McGraw-Hill Book Company, 1979, Part 2, Units 7-14, Part 6, Units 33-36.

Rosenberg, R. Robert, and Bonnice, Joseph G. Business Law/30. Second Edition, McGraw-Hill Book Company, 1976, Parts 2, 3, and 5.

Warmke, Roman F., and Wyllie, Eugene D. Consumer Economic Problems. Ninth Edition, South-Western Publishing Co., 1977, Part 6, Chapters 19, 20, and 21.

Films

"Mrs. Peabody's Beach," Number 6526, Color, 24 Minutes, Arkansas Department of Education, Audio-Visual Service, State Education Building 101A, Little Rock, AR 72201.

"Landlord and Tenant: Improved Tenant Remedies," Sound slides (with cassette only), 15 minutes, Houghton Mifflin Company, One Beacon Street, Boston, MA 02107.

"Read Before You Write," 16mm, 6 Minutes, (Rental $10), Film Fair Communications, 10900 Ventura Boulevard, Studio City, CA 91604.

"Law and the Consumer: Conflict of Interest," Sound Slides (with cassette only), 15 Minutes, Houghton Mifflin Company, One Beacon Street, Boston, MA 02107.

"Foot in the Door," 16mm film, 10 Minutes, Title Number 1715, (Free), Arkansas Department of Education, Audio-Visual Department, Little Rock, AR 72201.

"This is Fraud (Consumer Fraud)," 16mm film, 9 Minutes, Title Number 1716, (Free), Arkansas Department of Education, Audio-Visual Department, Little Rock, AR 72201.

Special Resources

Consumer Alert. Published weekly; weekly copies mailed bi-weekly to persons requesting to be on mailing list. Contact Consumer Protection Division, Attorney General's Office, Justice Building, Little Rock, AR 72201.

Director of the Consumer Protection Divison, Attorney General's Office, Justice Building, Little Rock, AR 72201.

Lawyers' Speakers Bureau. Contact Ms. Carol Utley, Publications Assistant, Arkansas Bar Association, 400 West Markham, Little Rock, AR 72201, 375-4605, toll free-number 1-800-482-9406. Ms. Utley will provide names of lawyers around the state who are available to speak to classes in different specialty areas.

Mr. Frank Wofford, Small Business Administration, 300 West Capitol, Little Rock, AR 72201. Phone 378-5871. Speakers available on a limited basis.

OBTAINING INITIAL CAPITAL AND CREDIT

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to determine the financial needs of a firm, list sources of funding, apply for initial capital and credit, and describe the procedure for establishing a line of credit.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms relating to the obtaining of initial capital and credit.
2. Distinguish between owned capital, retained earnings, and borrowed capital.
3. Determine the capital needed to start a particular type of business.
4. Determine the personal financial needs of the owner during the initial stage of operation.
5. Describe short- and long-term sources of funding in starting a business.
6. Provide reasons why a business firm might need long-term capital.
7. Name three factors that a business should consider before deciding which source of capital to use.
8. Prepare an application for initial capital and credit from appropriate lending agencies.
9. Prepare required materials for completing the application.
10. Describe the uses of a line of credit.
11. Explain how to establish and maintain a line of credit.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite one or more of the following as resource persons:
   a. Banker
   b. Small Business Owner (Service and Merchandising)
   c. Accountant
   d. Attorney
   e. Representative from the Small Business Administration.

2. Have the students select a business of their interest and prepare an extensive worksheet including income, expenses, cash flow, initial capital outlay, organizational costs, etc.

3. Establish an owner's cost-of-living budget for the first three months of the business.

4. Brainstorm the sources of credit available to young entrepreneurs.

5. Prepare a bulletin board with typical applications for business loans.

6. Have the students select a business of their interest and prepare an application for funding with appropriate materials.

7. Have the students design a crossword puzzle related to appropriate terms.

8. Show the film "Credit."

9. Show the film "Credit and Loans."

10. Have students interview successful businesspersons in determining how they successfully obtained initial capital and credit.

REFERENCES

Books

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapter 10.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 14.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapters 6, 7, 8.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SMA 147 - "Sound Cash Management and Borrowing"
2. MA 171 - "The ABC's of Borrowing"
3. MA 235 - "A Venture Capital Primer of Small Business"

Films

"Credit," 14 minutes, Title Number 52678, Rental $6.40, Visual Aids Service, University of Illinois, 1325 South Oak Street, Champaign, Illinois 61820.

"Credit and Loans," Title Number 53100, Rental $5.70, Visual Aids Service, University of Illinois, 1325 South Oak Street, Champaign, Illinois 61820.

PROTECTING ASSETS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to understand the concept of risk management as the process of identifying, avoiding, reducing, or transferring risks; to examine and analyze the alternatives available to protect a business asset.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Understand and apply the vocabulary appropriate to the study of insurance.

2. Explain the common financial business risks through:
   a. the loss of ability to earn through disability.
   b. the loss of a building and/or contents as a result of fire or other disaster.
   c. the loss of business income through destruction of property.
   d. the loss of assets through employee dishonesty, shoplifting, and theft.
   e. the loss of assets through adverse judgments in lawsuits and a result of Tort law.

3. Explain the methods for avoiding financial loss through risk:
   a. by not going into business.
   b. self-insurance.
   c. reducing the risk by installing preventive devices such as sprinkler system, fire alarm, etc.
   d. by purchasing insurance.

4. Distinguish between risks which are insurable and those which are uninsurable.

5. Discuss what the entrepreneur can do to minimize uninsurable risks.

6. Discuss and identify the various types of insurance available for business owners.

7. Determine what constitutes a sound insurance program.

8. Analyze the features of a typical business insurance policy.

9. Discuss the disadvantages of being overinsured or underinsured.

10. Determine criteria to use in the selection of an insurance agent.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite an insurance agent or broker to speak to the class. Prior to visit develop a list of questions to stimulate discussion. Include such questions as:
   a. What is the difference in an agent and a broker?
   b. Why would a business person choose one over the other?
   c. What are the current regulations for workers' compensation?
   d. What is a dishonest bond, and is it commonly carried by businesses in our area?
   e. What are the differences in whole- and term-life insurance?
   f. What are special types of business insurance?

2. Invite an insurance agent to explain to the class the difference in insuring an automobile for personal use versus an automobile for business purposes.

3. Invite a speaker from your State Worker's Compensation Office to discuss the current rates and laws regarding employers' liability.

4. Invite a lawyer to speak to the class on cases involving personal liability suits. Also, discuss the different types of liability--product, personal, automobile, prefessional, etc.

5. Invite a highway patrol officer to talk about the main causes of accidents and how they can be prevented or reduced.

6. A local insurance agent could be invited to speak to the class on topics such as the following:
   a. Criteria for determining how much and what kinds of insurance a particular business needs.
   b. The most common property claims.
   c. Liability coverages.
   d. Examples of being overinsured or underinsured.

7. Invite a small business owner as a guest speaker and discuss how he or she protects his or her assets against risks.

8. Have an agent demonstrate sales techniques by role playing with a student. Create a hypothetical business for the student.

9. Have the students develop a crossword puzzle on insurance terminology.

10. Play the game of "Risk." (A card game which students can make and play. It familiarizes them with insurance terms and helps them learn which type of insurance protects against which type of risk.)

11. Bring newspaper clippings of different types of business losses and discuss what types of coverage were needed for each.

12. From newspapers or magazines, have students read articles about true-life situations depicting business losses which are or should be covered by insurance. Example: property--fire or storm damage; liability--personal injury suits; crime--theft, embezzlement or robbery; life--death of a businessman. These articles could be the source for individual reports or a bulletin board.

13. Have students collect sample copies of insurance forms for class discussion.

14. Take a field trip to a modern office building and have the latest safety features pointed out.

15. Have students visit or write various insurance companies for free brochures to be discussed in class.

16. Show film "Dollars and Sense." (This film discusses life insurance needs as a supplement to retirement income.)

17. Show the film "Insurance." (This film discusses various kinds of life, health, and property insurance. It points out how an agent is a financial planner who counsels people on their insurance needs.)

18. Show the film "Now You See It." (This film discusses basic facts about insurance.)

19. Show film "It's For Sure." (This film show how insurance works in our society--from helping to build and operate our economy to providing protection and peace of minds to us all.)

20. Read and discuss brochures from the Small Business Administration listed in the resources. Have students interview a small business owner willing to answer the checklist for insurance in brochure No. 148. Report to the class.

21. Appoint a student to write a letter to the insurance commissioner in Arkansas asking for a description of the services rendered by the department and the regulations governing insurance companies that operate in Arkansas. Have the students summarize the findings for the class.

22. Interview local business owners to discuss the problem of consumer dishonesty in regard to shoplifting. The owner could discuss employee dishonesty and theft. Have the owner relate procedures used to combat these types of dishonesty and what effect, if any, they have on prices.

23. Conduct a survey on the incidence of teenage shoplifting and attitudes toward shoplifting. Have a committee prepare a questionnaire by which this information can be obtained. The questionnaire could be distributed to students willing to participate on a confidential basis. Analyze findings.

24. Set up a committee to investigate the Worker's Compensation Program for Arkansas.

25. Read about the types of risks that are insured by Lloyd's of London. Note the unusual items and discuss with the class the risks being taken by the company and the insured.

26. Discuss and analyze how different types of business organizations require different types of life insurance considerations.

27. Have students draw up an inventory form that would be appropriate to use for a particular business. Discuss the need for inventory lists for insurance purposes.

28. Devise a table for students to fill in regarding risks. Column headings would include: type of risk, preventive or protective action, type of insurance.

29. Prepare a check list of insurance that might be needed for various small businesses.

30. Organize groups to debate the subject: "Every owner of an automobile should be required by law to carry bodily injury, property damage, and liability insurance."

31. Have students investigate the fire insurance rates on business firms located in the community. Have them report on their findings and discuss the differences in rates and why.

32. Ask students to inspect their homes and garages for fire hazards and prepare a list of conditions they feel might result in damage or loss to the property.

33. Determine whether students and/or members of their families have social security cards. If not, set up a time with the representative from the Social Security office to explain social security benefits and the need for obtaining a card.

34. Go over various stories of titles claims as discussed in the book, Lawyers Title Home Buying Guide.

35. Conduct a class discussion on the importance of health as a factor in obtaining life insurance.

36. Have students to interview parents, relatives, and insurance agents so they can develop the criteria for selecting an insurance agent.

REFERENCES

Books

Ashcroft, Janet E., and Ashcroft, John D. It's The Law. South-Western Publishing Co., 1979.

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapter 15.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapter 22.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 17.

Fisk, McKee, and Mietus, Norbert J. Applied Business Law. South-Western Publishing Co., 1977, Chapters 36-40.

Laas, William. Lawyers Title Home Buying Guide. Popular Library, New York, New York, 1976.

Luttrell, Adrian. Insurance taken from Small Business Ownership Management Entrepreneurship. Arkansas Department of Education in cooperation with the University of Arkansas at Fayetteville.

Macfarlane, William N. Principles of Small Business Management. McGraw-Hill Book Company, 1977, Chapter 14.

Olsen, Arthur R., and Kennedy, John W. Economics Principles and Applications. South-Western Publishing Co., 1978, Chapter 32-33.

PACE A Program for Acquiring Competence in Entrepreneurship, Unit H, "Business Protection," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapter 19.

Wingate, John W. and Samson, Harland E. Retail Merchandising. South-Western Publishing Co., pp. 125-130.

Brochures

Arkansas Department of Education, Practical Education Program, Room 104W, Arch Ford Education Building, Little Rock, AR 72201.

Accidental Life of California, Los Angeles, CA.
1. "The Simple Facts About Buying Life Insurance"

American Council of Life Insurance, Education and Community Services, 1850 K Street, N.W., Washington, D.C. 20006. (Free)

1. "Life and Health Insurance: A Guide for Young Adults"
2. "Policies for Protection"

Federal Trade Commission, Sixth Street and Pennsylvania Avenue, N.W. Washington, D.C. 20580. (Free)

1. "Pitfalls to Watch for in Mail Order Insurance Policies"-- Consumer Bulletin No. 1.

Insurance Information Institute, 110 William Street, New York, NY 10038. (Free)

1. "Careers in Property and Liability Insurance"
2. "Changes Are. . ."
3. "Every Ten Minutes"
4. "Insurance for the Home"
5. "Insurance Insights, A Report to Educators on Property and Liability Insurance"
6. "Sample Insurance Policies"

Kiplinger Washington Editors, A Changing Times Education Service, 1729 H Street, N.W., Washington, D.C. 20006.

1. "Insurance: What It's All About"
2. "Life Insurance"
3. "Where New Small Business Go Wrong"

Mandate, National Federation of Independent Business Research and Education Foundation, 150 West 20th Avenue, San Mateo, CA 94403, Volume 3, No. 8. (Free)

1. "Social Security: Baby Boom, Longer Retirement Widen Gap"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119.

1. SMA 119 - "Preventing Retail Theft"
2. SMA 129 - "Reducing Shoplifting Losses"
3. SMA 134 - "Preventing Burglary and Robbery Losses"
4. SMA 137 - "Outwitting Bad Check Passers"
5. SMA 148 - "Insurance Checklist for Small Business"
6. MA 222 - "Business Life Insurance"

State Farm Insurance Companies - Sample policies, application forms, and booklets. The local agent also has tapes on life insurance policies relating to type of business organization.

State Farm Insurance, Bloomington, Illinois

1. "Businessowners' Protection"

Films

"Dollars and Sense," 16mm film, 28-minutes, Title Number 2317, Free, National Association of Life Underwriters, available from Associated Films, Inc., 3615 Directors Row, Dallas, TX 75247.

"Insurance," 16mm film, 16½ minutes, Free, AETNA Life and Casualty, Corporate Communication Film Library, 151 Farmington Avenue, Hartford, CT 06156.

"Insurance: What It's All About" and "The Insurance Agent," Business Education Films, 7820 20th Avenue, Brooklyn, New York 11214.

"Now You See It," 16mm, 18½ minutes, Title Number S-175, Free, Associated Films, Inc., 8615 Directors Row, Dallas, TX 75247.

"Shoplifting is Stealing," AIMS Instructional Media, 626 Justin Avenue, Glendale, CA 91201.

"What Do You Want?" 16mm film, 22 minutes, Film Number M-373, Free, Associated Films, Inc., 8615 Directors Row, Dallas, TX 75247.

"You Can Help," 16mm, 14 minutes, Free, Insurance Information Institute, 110 Williams Street, New York, NY 10033.

Games

Dostal, June, 150 Activities for Business Education Classes, Order No. 01-2032-B1, $6.50, J. Weston Walch, Publisher, Portland, Maine 04104. Pages 69-72.

"Dealing with Life Insurance," American Council of Life Insurance, 1850 K Street, N.W., Washington, D.C. 20006.

Mason, Louis D., Business Education Puzzles and Puzzlers, J. Weston Walch, Publisher, 1969, Portland, Maine 04104. Pages 160-161.

"Share the Risk," Number 8408, Price $9.95, EMC Corporation and Changing Times Education Service, 180 East Sixth Street, St. Paul, Minnesota 55101.

Other Material

"Success in Life Insurance," Cassettes and Handbook, ESP, Inc., 1201 East Johnson Avenue, P. O. Drawer 5037, Jonesboro, AR 72401.

"Insurance," and "Introduction to Insurance," Transparencies, Charts, Changing Times Education Service, 180 East Sixth Street, St. Paul, Minnesota 55101.

"Insurance and You," Spirit Masters, $10.25, J. Weston Walch, Portland, Maine 04104.

PART E

THE ENTREPRENEUR MANAGES A BUSINESS

PERSONNEL MANAGEMENT

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to understand the functions of a personnel department, utilize proper interview techniques, evaluate a resumé, explain fair employment practices, identify effective selection, training, and promotion procedures, recognize incentives that increase productivity, describe the development of company pride and employee loyalty, understand the relationship between management and labor, develop criteria for evaluating and terminating employees, and determine a plan for employees' fringe benefits.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms that are peculiar to personnel management.
2. Explain the functions of a personnel department.
3. Demonstrate the ability to conduct an employer/prospective employee interview.
4. Analyze a resumé to determine strong and weak points of the applicant.
5. Distinguish between fair and unfair employment practices.
6. Find sources for recruiting job applicants.
7. Set criteria for selecting personnel.
8. Develop a plan for training workers.
9. Write policies and procedures for promoting and transferring employees.
10. Identify ways of increasing individual productivity.
11. List methods of developing company pride and employee loyalty.
12. Determine the role of labor unions in personnel management.
13. Design a plan for evaluating and terminating employees.
14. Determine a plan for employees' fringe benefits.
15. Explain the function of the Equal Employment Opportunity Commission.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have the students develop a crossword puzzle on terminology.

2. Discuss the purpose of the job interview and how it should be conducted.

3. Let students role play the job interview by having one as interviewer and one as interviewee. Allow classmates to critique performance.

4. Have students write their resumés. Contrast their strong and weak points in relation to certain job requirements.

5. Using list of facts that could be listed on a resumé, let students interpret their significance in terms of probable job performance success.

6. Have the students create a bulletin board display of characteristics for successful employment.

7. Explain laws that have been passed that affect employment practices and have students give reasons why they think each of these laws was enacted.

8. Give sources of finding prospective employees. Identify which source would be best to use when selecting different types of employees.

9. Give each student an assignment of writing a job specification for a particular job to present to the class.

10. Discuss the procedures typically followed by the personnel department after applicants have been obtained.

11. Describe methods of training new employees.

12. Present incentives that might be used to encourage the employee to seek additional training.

13. List methods used to determine who should get promoted and factors that might keep one from being promoted.

14. Name and describe incentives that should encourage the worker to increase production.

15. Show film "The Rise of Labor" available from the State Department of Education.

16. Have a union negotiating team of students bargain with management (students also) for a contract agreement.

17. Discuss how an employee should be evaluated and who should do the evaluation.

18. List fringe benefits that may be available to employees.

19. Show the film "Your Job: Applying For It."

20. Show the film "The Job Interview."

21. Show the film "The Peter Principle: Why Things Always Go Wrong."

22. Show the film "The Peter Principle, with Dr. Laurence J. Peter."

23. List reasons employees lose their jobs and note the proper procedure for terminating.

24. Invite a personnel manager to speak to the class. Let students ask questions.

25. Use the following topics for class discussions or debates: Sexual Harassment on the Job, Discrimination in Hiring Practices, Documentation Necessary for Terminating Employees, and Equal Employment Opportunities Commission.

REFERENCES

Books

Archer, Fred C., Brecker, Raymond P., Stewart, Jeffrey R. General Office Procedures. McGraw-Hill Book Company, 1975.

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapter 16.

Bittel, Lester R. What Every Supervisor Should Know. McGraw-Hill Book Company, 1974.

Blackledge, Walter, L., and Ethel H., Keily, Helen J. You and Your Job. South-Western Publishing Co., 1967.

Blackledge, Walter, L., and Ethel H., Keily, Helen J. The Job You Want--How to Get It. South-Western Publishing Co., 1975.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapter 15.

Eggland, Steven and Williams, John. Human Relations in Business. South-Western Publishing Co., 1977, Chapters 3 and 4.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 21.

Guide for Integrating FBLA Into The Classroom. FBLA Field Services Division.

House, Clifford, and Siglar, Kethie. Reference Manual for Office Personnel. South-Western Publishing Co., 1981.

Innovative Educator. 1980. Leadership Development Institute, P. O. Box 307, Stillwater, OK 74074. May Issue--"Pride and Professionalism."

Kimbrell, Grady, and Vineyard, Ben S. Entering the World of Work. McKnight Publishing Co., 1978.

Kishner and Keily. How to Find and Apply for a Job. South-Western Publishing Co., 1975.

Macfarlane, William N. Principles of Small Business Management. McGraw-Mill Book Company, 1221 Avenue of the Americas, New York, NY 10020.

PACE A Program for Acquiring Competence in Entrepreneurship, Part III Unit F, "Managing Human Resources," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Roxe, Linda A. Personnel Management for the Smaller Company: A Hands on Manual. American Management for the Smaller Company, West 50th Street, New York, NY 10020.

Russon, Allien R. Personality Development. South-Western Publishing Co., 1976, Chapters 13-15.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapter 20.

Todd, John. Personnel Management in Small Business. College of Education, University of Arkansas, Fayetteville, AR.

Zedlitz, Robert. Getting a Job--Process Kit. South-Western Publishing Co., 1981.

Brochures

"Resumé Writing: A Comprehensive How-to-do-it Guide," John Wiley and Sons Inc., 605 Third Avenue, New York, NY 10016.

"Resumés for Better Jobs," Monarch Press, 1230 Avenue of the Americas, 12th Floor, New York, NY 10020.

"Job Hunter's Handbook: How to Sell Yourself and Get the Job You Really Want," Arco Publishing Co., 219 Park Avenue, South, New York, NY 10003.

"Employment Interview Activity Pack," J. Weston Walch, Publisher, Portland, ME 04104.

Freeman, Michael J., Writing Resumes Locating Jobs, and Handling Job Interviews, Learning Systems Company, 1976.

Mager, Robert F., Goal Analysis, Fearson-Pitman Publisher, Inc.

Occupational Outlook Handbook, Superintendent of Documents, U. S. Government Printing Office.

Resumes that Get Jobs, Arco Publishing Inc., 1976.

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SBB 72 - "Personnel Management"
2. SBB 86 - "Training for Small Business"
3. SMA 159 - "Improving Personal Selling in Small Retail Stores"
4. SMA 162 - "Staffing Your Store"
5. MA 171 - "How to Write a Job Description"
6. MA 186 - "Checklist for Developing a Training Program"
7. MA 190 - "Measuring Sales Force Performance"
8. MA 191 - "Delegating Work and Responsibilities"
9. MA 195 - "Setting Pay For Your Management Jobs"
10. MA 197 - "Pointers on Preparing An Employee Handbook"
11. MA 205 - "Pointers on Using Temporary-Help Services"
12. MA 224 - "Association Services for Small Business"
13. MA 238 - "Organizing and Staffing a Small Business"
14. MA 241 - "Setting Up A Pay System"

Films

"Goofy Goes to Work," Walt Disney Educational Media Company, 1979.

"Job Survival Skills," Society for Visual Education, Inc.

"The Job Interview," Society for Visual Education, Inc.

"The Rise of Labor," State Department of Education, Little Rock, AR 72201.

"Your Job: Applying For It," State Department of Education, Little Rock, AR 72201.

"Your Job: Finding the Right One," State Department of Education, Little Rock, AR 72201.

FINANCIAL MANAGEMENT

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define terms, distinguish between short- and long-term financing, explain single entry/double entry accounting systems, describe the importance of forecasting and budgeting, analyze cost statements, purchasing and inventory control, name the types of credit, and analyze financial statements.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms relative to financial management.
2. List sources of short-term and long-term financing.
3. Explain single entry/double entry accounting systems.
4. Describe the differences between common stock, preferred stock, and bonds.
5. List the advantages and disadvantages of leasing vs. buying assets.
6. Describe how investment credit and depreciation are used by businesses.
7. Describe the three "C's" commonly recognized for establishing credit--character, capacity, and capital.
8. Describe two sources of credit information--customers and credit agencies.
9. List the major requirements of the Truth-in-Lending Act.
10. Explain the services offered by commercial banks, savings and loan associations, and trust companies.
11. Analyze cash-flow statements, income statements, and statements of financial condition.
12. Discuss the importance of purchasing and inventory control.
13. Discuss how budgets are used to run business firms efficiently.
14. Name the types of credit plans.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite a banker to speak to the class. Make up a list of questions. Include such questions as:
   a. What is prime interest rate?
   b. What is the lowest interest loan available?
   c. Are there any federal grants available for starting a business?
   d. Would interest on long-term loans change if prime interest changes?
   e. How can the money market pay such high interest?
   f. How long can certificates of deposit be held before withdrawal?
   g. What is the difference in interest rates from various lending agencies?
   h. What is the importance of the three "C's" of credit?

2. Utilize financial management terminology through scrambled puzzles, work-search puzzles, and/or crossword puzzles.

3. List the pros and cons of borrowing at today's interest rates.

4. Collect stockholders reports from major corporations and discuss what information each contains. (Examples: RCA, Campbell-Soup, Kodak, Xerox, etc.)

5. Invite an accountant to class. Make up a list of questions. Include such questions as:
   a. What types of accounting systems are recommended for a small business?
   b. What computer system do you recommend for a small business?
   c. What is the standard consulting fee of an accountant?
   d. What is your opinion of laws that create faster depreciation of assets?

6. Tour a commercial bank, saving and loan association, and/or trust company.

7. Play the game "Business Strategy." This will emphasize the importance of purchasing and inventory control.

8. Show film "Man's Material Welfare." (This film gives a definition of free enterprise by Rich deVos, President of Amway Corporation.)

9. Show film "The National Economic Quiz." (This film explores the key elements of the American economy. It deals with consumer spending patterns, allocation of scarce resources, profit trends, types of taxation, and economic balance.)

10. Show the film "Credit." (This film features a discussion on borrowing, charging, and financing.)

11. Review various brochures listed in the reference section relating to financial management.

12. Make a list of assets which would be better leased than purchased based on specific situations.

13. Analyze financial statements from the viewpoints of the following: managers, owners, suppliers, lenders, unions, and government.

14. Conduct a survey of local businesses and discover how they initially financed their businesses.

15. Play the "Stock Market Game." (This will emphasize the risk involved and the terminology used in the stock market.)

16. Write the Small Business Administration and request the brochures available on financing and operating your own businesses.

17. Invite a stockbroker to class. Make a list of questions. Include such questions as :
    a. What is the difference in common stock and preferred stock?
    b. What are the reasons for investing in bonds rather than stocks?
    c. How do you read stock market quotations from the financial pages of the newspaper?
    d. What are the economic factors influencing the fluctuation in the stock market?
    e. What are the advantages and disadvantages of investing in mutual funds?
    f. Would you compare the commodity market with the stock market?

18. Copy a standardized contract and discuss its relationship to the Truth-in-Lending Act.

REFERENCES

Books

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapters 18, 19, 21, 23.

Broom. H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapters 19, 20, 21, 23.

Cook, Doris. "Financial Records Mangement," taken from Small Business Ownership Management Entrepreneurship. Arkansas Department of Education, Little Rock, AR 72201. 1978.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 12-16.

Fisk, McKee, and Mietus, Norbert J. Applied Business Law. South-Western Publishing Co., 1977, Chapters 24-25, 31-35.

Harden, William F., Jr. and Banks, Warren E. "Business Financial Planning," taken from Small Business Ownership Management Entrepreneurship. Arkansas Department of Education, Little Rock, AR 72201. 1978.

Macfarlane, William N. Principles of Small Business Management. McGraw-Hill Book Company, 1977, Chapters 9, 10, 11, 12, 13, 15, 16.

PACE A Program for Acquiring Competence in Entrepreneurship, Part III, Unit B, "Financial Management," Part III, Unit C, "Keeping the Business Records," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Pasewark, William R., and Oliverio, Mary Ellen. Clerical Office Procedures. Sixth Edition, South-Western Publishing Co., 1978, Chapters 12, 13, 15.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapters 16, 17, 18, 23, 24.

Brochures

Federal Reserve Bank of New York, Public Information Department, 33 Liberty Street, New York, NY 10005. (Free)

1. "The Story of Checks"
2. "The Story of Banks"
3. "Money: Master or Servant?"

New York Stock Exchange, Inc., 11 Wall Street, New York, NY 10005. (Free)

1. "You and the Investment World"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SBB 15 - "Recordkeeping Systems--Small Store and Service Trade"
2. SBB 87 - "Financial Management"
3. SMA 126 - "Accounting Services for Small Service Firms"
4. SMA 130 - "Analyze Your Records to Reduce Cost"
5. SMA 140 - "Cost By Your Wholesalers Services"
6. SMA 146 - "Budgeting in a Small Service Firm"
7. SMA 147 - "Sound Cash Management and Borrowing"
8. MA 206 - "Keep Pointed Toward Profit"
9. MA 220 - "Basic Budgets for Profit Planning"
10. MA 229 - "Cash Flow in a Small Plant"
11. MA 232 - "Credit and Collections"
12. MA 234 - "Attacking Business Decision Problems With Break-Even Analysis"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Cost)

1. Small Business Management Series, No. 15, "Handbook of Small Business Finance," 045-000-00139-3. ($3)
2. Small Business Management Series, No. 25, "Guides for Profit Planning," 045-000-00137-7. ($2.50)
3. Small Business Management Series, No. 32, "Financial Recordkeeping for Small Stores," 045-000-00142-3. ($4)

Films

"Credit," 16mm film, 18 minutes, (free), Aetna Life and Casualty Corporate Communications, Film Library, 151 Farmington Avenue, Hartford, CT 06156.

"Man's Material Welfare," 16mm film, 27 minutes, Title Number: 31450 (free) Modern Talking Picture Service, 2323 New Hyde Park Road, New York, NY 11040.

"The National Economy Quiz," 16 mm film, 27½ minutes, (free) Aetna Life and Casualty, Corporate Communications, Film Library, 151 Farmington Avenue, Hartford, CT 06156.

Games

Avalon Hill Company, "Business Strategy," 4517 Hartford Road, Baltimore, MD 21214.

Avalon Hill Compnay, "The Stock Market Game," 4517 Hartford Road, Baltimore, MD 21214.

Mason, Louis D., "Business Education Puzzles and Puzzlers," J. Weston Walch, Publisher, Portland, ME 04104.

MARKETING MANAGEMENT

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to understand terms commonly associated with marketing, advertising, and selling, explain the factors involved in the purchasing and transporting of goods, discuss factors that affect prices of goods and services, evaluate various types of advertising, and plan a marketing and advertising program.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms associated with marketing, advertising, and selling.
2. Distinguish between marketing and comsumption.
3. Describe the four Ps of the marketing mix and explain their interrelationship.
4. Explain the various channels for distributing products from the producer to the consumer.
5. Identify common purchasing and transportation problems that businesses may encounter.
6. Describe the basic steps involved in ordering and receiving goods.
7. Discuss the major methods of shipping goods.
8. Explain what "FOB" means.
9. Discuss the various factors that are most often used to price goods.
10. Explain how the economic principles of supply and demand help determine the price of a product.
11. Calculate how goods are marked up or down based on the selling price.
12. Discuss the techniques of effective selling and the characteristics needed to be a successful salesperson.
13. Describe the steps involved in creating advertisements.
14. Discuss and compare the different types of media that use advertisements.

15. Describe agencies and guidelines which govern the accuracy and honesty of advertising.

16. List and discuss the various uses and benefits of advertising.

17. Discuss the importance of quality and economy of a product.

18. Evaluate the advertising cost involved for the different types of media.

19. Evaluate the various kinds of advertising and sales promotion.

20. Discuss the factors involved in planning advertising programs.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. List the types of media available for advertising in your area. Divide the students into groups and assign a form of media. The students are to investigate the cost, guidelines, and procedures involved in using this type of advertising.

2. Have students monitor different time segments on television and report on commercials to the class. Discuss the target audience, attention-getting value, and product information given for the different ads.

3. Collect newspaper ads promoting small businesses in your area. Compare the ads and evaluate their effectiveness and purpose.

4. Play the "Consumer Choice Game" included in the Procter & Gamble Consumer Choice Kit. The game will take three-to five-class periods (either consecutive days or spread out over a period of time.) Students will assume the role of consumer and producer. They will better understand the relationship between consumer choice and the development of new products.

5. Show filmstrip "Consumer Advertising." (The film correlates with the material presented in the Consumer Advertising Teacher's Manual.)

6. Show filmstrip "Consumer Choice." (The film is divided into two parts that correlates with the Consumer Choice Teacher's Manual.)

7. Have students observe different forms of displaying merchandise and selling price in local stores. Which methods are most effective? Discuss ideas for improvements.

8. Have students examine local newspapers and collect articles which contain information about consumer protection groups and new government rulings designed to protect the consumer.

9. Write two reports comparing two products of the same type. Use sources such as Consumer Report and Consumers' Research Magazine.

10. Evaluate your latest purchase by answering these questions: Where did you buy the item and why? Could you have purchased the item in another store? Did you consider the quality or the cost of the product most in your decision to buy? Did the display of the product influence you in any way to buy?

11. Choose a product and explain how supply and demand help determine the price of a product.

12. List as many local businesses as possible in ten minutes. Discuss the competition involved among these businesses.

13. List examples of merchandise that may be sold at high prices or at low prices depending on the time of the year.

14. Discuss the following statement: "Most businesses are interested in hearing about any problems consumers have with a product." Play the role of a small businessperson and advise the consumer of the steps to take to express a complaint or to get answers to questions from the manufacturer.

15. Obtain copies of annual reports from several companies and have students prepare a chart analyzing the relationship between marketing expenditures and sales.

16. Assign students to interview the owner of a small store on the types of costs they consider necessary to the day-to-day operation of their business. Also, discuss with the owner what other expenses must be paid to keep up with changing consumer needs and competition.

17. Debate the following: "Profit margins should be limited for all businesses."

18. Ask students to name products that have been introduced into the market and later removed. Discuss why these products were unsuccessful. Students may need to look at old issues of magazines to see what products have disappeared from the market.

19. List several items which sell at lower prices today than in the past. Discuss the reasons for different items going down in price despite increases in overall price levels.

20. Design and place advertisements from businesses in the school newspaper.

21. Play "The Merchandising Game" where each team makes decisions and figures monthly profits or losses.

22. Use one or more of the films that can be obtained from the Department of Education listed in the resource section.

23. The areas of marketing, advertising, and selling provide many opportunities for interesting classroom speakers and field trips. A few suggestions are listed below.

A. Invite a salesperson and a sales representative to speak to the class during the same session. Students will have an opportunity to question each of them on the advantages and disadvantages of these kinds of selling.

B. Invite an advertising representative to talk to the class about careers in advertising.

C. Invite the manager of a marketing department to speak to the class about careers and opportunities in marketing.

D. Take students on a field trip to an advertising agency.

E. Invite a sales manager to speak to the class on training and motivating sales personnel.

F. Invite a sales person to speak to the class about why he/she chose selling as a career.

REFERENCES

Books

Antrim, William H. Advertising. McGraw-Hill Book Company, 1970, Chapters 1, 2, 3, 4, and 5.

Broom, H., and Longenecker, Justin. Small Business Management. South-Western Publishing Co., 1979, Chapters 16 and 17.

Campbell, Sally R. Our Economic System. 1976, Sears, Roebuck & Co., Essay No. 2, 5, 9, and 10.

Ernest, John W. Selling Principles & Practices. McGraw-Hill Book Company, 1980, Chapters 1, 2, and 3.

Ernest, John W. Creative Selling. McGraw-Hill Book Company, 1978, Chapters 1, 2, and 5.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 7, 8, 9, 10, and 11.

Mason, Ralph E., Rath, Patricia Mink, Ross, Herbert L. Marketing Practices and Principles. McGraw-Hill Book Company, 1980, Chapters 1, 2, 3, 4, 28, 29, 30, and 31.

PACE A Program for Acquiring Competence in Entrepreneurship, Part III, Units D and E, "Marketing Management" and "Successful Selling," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Chapters 5, 12, 13, and 15.

Wray, Ralph D., Lynch, Roland L. Advertising Services. McGraw-Hill Book Company, 1979, Chapters 1 and 3.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SBB 9 - "Marketing Research Procedures"
2. SBB 20 - "Advertising--Retail Store"
3. SBB 89 - "Marketing for Small Business"
4. SMA 156 - "Marketing Checklist for Small Retailers"
5. SMA 158 - "A Pricing Checklist for Small Retailers"
6. SMA 160 - "Advertising Guidelines for Small Retail Firms"
7. SMA 164 - "Plan Your Advertising Budget"
8. SMA 169 - "Do You Know the Results of Your Advertising?"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Cost)

1. Small Business Management Series, No. 34, "Selecting Advertising--A Guide for Small Business," 045-000-00154-7, ($3.75).

Films

"Consumer Choice," filmstrip, 24 Minutes, Free, Bessie B. Moore Center for Economic Education Library, BA 118, University of Arkansas, Fayetteville, AR 72701. May be purchased from The Procter & Gamble Company Educational Services, P. O. Box 14009, Cincinnati, OH 45214.

"Consumer Advertising for Secondary Education," 26 Minutes, Free, Bessie B. Moore Center Economic Education Library, BA 118, University of Arkansas, Fayetteville, AR 72701. May be purchased from The Procter & Gamble Company Educational Services, P. O. Box 14009, Cincinnati, OH 45214.

"Over-The-Counter Pills and Promises," Number 6982, 16 Minutes, Free, Arkansas Department of Education, Audio Visual Service, State Education Building 101A, Little Rock, AR 72201.

"Soap, Scents and the Hard, Hard Sell," Number 6793, 16 Minutes, Free, Arkansas Department of Education, Audio Visual Service, State Education Building 101A, Little Rock, AR 72201.

"Supply," Number 6997, 20 Minutes, Free, Arkansas Department of Education, Audio Visual Service, State Education Building 101A, Little Rock, AR 72201.

Games

Koeinger, Jim, "The Merchandising Game," Ohio Distributive Education Materials Lab, 1885 Neil Avenue, 115 Townshend Hall, Columbus, Ohio 43210. $2.

Kits

"Consumer Advertising," Procter & Gamble Co., P. O. Box 14009, Cincinnati, OH 45214. Includes 64-pages teacher's manual, 16-minute color filmstrip, 8 reproducible student worksheets, 17" x 22" wall chart on "How to Evaluate an Ad." $9.

"Consumer Choice," Procter & Gamble Co., P. O. Box 14009, Cincinnati, OH 45214. Includes 56-page teacher's manual, 24-minute color filmstrip, 4 reproducible student worksheets, and a marketplace simulation game. $9.

BUSINESS TAXES AND GOVERNMENTAL REGULATIONS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define terms, distinguish which payroll taxes the employee and employer pays, describe types of excise taxes, and describe self-employed taxes. The student will be able to explain fair competition laws, patents, copyrights, trademarks, anti-trust, and environmental governmental regulations.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Define terms related to business taxes and governmental regulations.
2. Describe and calculate the three employee and three employer payroll taxes.
3. Describe and calculate taxes for the self-employed.
4. Describe and prepare the declaration of estimated tax request of the self-employed.
5. Describe the types of goods and services subject to the excise tax.
6. Explain some of the major federal laws that promote fair competition.
7. Describe how patents, copyrights, and trademarks are beneficial to business.
8. Discuss anti-trust governmental regulations.
9. Discuss environmental government regulations.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Have student compute employee and employer payroll taxes from schedules and tables provided by the government.

2. Show film "The Subject is Taxes." (Film discusses tax principles and terms.)

3. Show film "What Happened to my Pocket Book?" (Film covers employee payroll taxes.)

4. Show film "Hey We're in Business." (Film emphasizes to the self-employed the advantages of being on the up and up for tax reporting.)

5. Utilize crossword puzzle on tax terminology.

6. Show film "Money Talks."

7. Show film "What Happened to My Paycheck?"

8. Have students bring their own payroll checks and stubs to class to be analyzed.

9. Identify excise taxes paid on goods and services in the State of Arkansas.

10. Invite a representative from the Social Security Administration to visit your class as a guest speaker. If your students do not have a social security number, you may invite the speaker to bring applications and have them return the applications for processing.

11. Have the students keep a notebook of any newspaper items concerning taxes during the period when the unit is being taught.

12. Prepare a bulletin board display illustration of payroll, self-employed, and/or excise taxes.

13. Collect cartoons to illustrate such points as filing requirements, itemized deductions, and being audited by the Internal Revenue Service. These can be duplicated or transferred into transparencies.

14. Play the game "Password" with answers showing tax terms and definitions related to payroll taxes, self-employed taxes, excise taxes, anti-trust regulations and/or environmental regulations.

15. Invite a speaker from the Internal Revenue Service to discuss payroll taxes and self-employment taxes.

16. Bring actual products or pictures of goods and services to class and have students calculate the excise taxes.

17. Invite a local accountant or tax consultant to discuss payroll taxes, excise taxes, and self-employment taxes.

18. Tour, when available, local Social Security offices and Internal Revenue offices.

19. Collect newspapers and periodical articles relating to anti-trust and/or environmental government regulations.

20. Brainstorm ways that our system for taxation could be improved.

REFERENCES

Books

Baumback, Clifford M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Chapter 24.

Broom, H. N., and Longenecker, Justin G. Small Business Management. South-Western Publishing Co., 1979, Chapter 25.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapter 4.

Fisk and Mietus. Applied Business Law. Eleventh Edition, South-Western Publishing Co., Chapter 46.

Macfarlane, William N. Principles of Small Business Management. McGraw-Hill Book Company, 1977, Chapter 21.

PACE A Program for Acquiring Competence in Entrepreneurship, Part II, Unit D, "Government Regulations and Small Business," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Swanson, Boynton, Ross, and Hanson. Century 21 Accounting. Advanced Course, Second Edition, South-Western Publishing Co., 1978, Chapter 10.

Swanson, Boynton, Ross, and Hanson, Century 21 Accounting. First-Year Course, Second Edition, South-Western Publishing Co., 1977, Chapters 21 and 22.

Weaver, Hanna, Freeman, Brower, and Smiley. Accounting 10/20. Third Edition, McGraw-Hill Book Company, 1977, Chapter 8.

Brochures

IRS Publications, Internal Revenue Service, Austin, TX 73301 (Free)

1. No. 349 - "Highway Use Tax on Trucks, Truck-Tractors"
2. No. 501 - "Exemptions"
3. No. 503 - "Recordkeeping for a Small Business"
4. No. 505 - "Estimated Tax, Tax Withholding"
5. No. 510 - "Excise Taxes for 1981"
6. No. 533 - "Self-Employment Tax"
7. No. 535 - "Business Expenses and Operating Losses"
8. No. 538 - "Accounting Periods and Methods"
9. No. 552 - "Recordkeeping Requirements and a List of Tax Publications."

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)

1. SMA 142 - "Steps in Meeting Your Tax Obligation"
2. MA 217 - "Reducing Air Pollution in Industry"
3. MA 219 - "Solid Waste Management in Industry"
4. MA 240 - "Introduction to Patents"
5. MA 248 - "Can You Make Money With Your Idea or Invention"

Films

Internal Revenue Service, P. O. Box 3778, Little Rock, AR 72203

1. "Hey We're in Business"
2. "Money Talks"
3. "The Subject Was Taxes"
4. "What Happened to My Pocket Book?"
5. "What Happened to My Paycheck?"

Games

Teacher-made Password.

PART F

THE ENTREPRENEUR'S

OPTIONS

COMMUNITY RELATIONS

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to describe factors that relate to company image and community needs and describe the importance of developing and implementing a public relations program.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Describe the importance of community relations to business.
2. Identify the variety of sources from which the community learns about a company.
3. Discuss the importance of company involvement in community and professional organizations.
4. Identify the outcomes expected in maintaining good community relations.
5. Cite the objectives of a community relations program.
6. Explain how community relations programs can help companies recruit qualified staff.
7. List the procedures to be followed in maintaining good community relations.
8. Identify those who should administer and implement the community relation program and describe their functions.
9. List and describe the six recommended steps in planning a community relations program.
10. List the media available for communicating a company's community relations program.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Collect local newspaper clippings that illustrate community relations activities of small businesses.

2. Have a local entrepreneur discuss his or her community relations activities with the group.

3. Invite someone from a local paper to explain institutional advertising and its importance.

4. Collect copies of local newspapers for one week and find articles on community relations programs.

5. Invite a member of a public relations consulting firm to meet with the group to describe the different types of assistance and costs available to entrepreneurs.

6. Have someone from a local civic or service club meet with the group and describe the benefits entrepreneurs receive by joining the association.

7. Invite a manufacturer who conducts tours and open houses to explain the benefits of these community relations activities.

8. Sponsor an "Open House" for the Junior Executive Training class.

9. Develop a public relations program for the Junior Executive Training class. This public relations program could be a marvelous recruitment tool.

10. Prepare an exhibit to be displayed in local businesses.

11. Show the film "You and Your Customers."

12. Divide into groups and prepare a presentation suitable for publication, video tape, and/or radio promoting business education, FBLA, the Junior Executive Training class, etc.

13. Discuss the most significant activities of a public relations program for a small business.

14. Use a survey instrument developed by the class or data supplied by the local Chamber of Commerce to identify local community needs and brainstorm possible solutions to meet these needs.

15. Select a business and identify how its public relations program meets the needs of its employees, customers, stockholders, suppliers, the community, and government agencies.

REFERENCES

Books

Baumback, Clifford, M., and Lawyer, Kenneth. How to Organize and Operate a Small Business. Prentice-Hall, 1979, Pages 395-397.

Mason, Ralph E., Rath, Patricia Mink, and Ross, Herbert L. Marketing Practices and Principles. McGraw-Hill Book Company, 1980.

PACE A Program for Acquiring Competence in Entrepreneurship, Part III, Unit G, "Community Relations," The National Center for Research in Vocational Education, The Ohio State University, Columbus, Ohio 43210.

Steinhoff, Dan. Small Business Management Fundamentals. McGraw-Hill Book Company, 1978, Pages 159 and 303.

Brochures

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Free)
1. SMA 163 - "Public Relations for Small Business"

Small Business Administration, P. O. Box 15434, Fort Worth, TX 76119. (Cost)
1. Small Business Management Series, No. 27, "Profitable Community Relations for Small Business," 045-000-00033-8. (1.50)

Films

"You and Your Customers," 16mm film, 14 minutes, Title Number 826720/RG, Rental $12.50, General Services Administration, National Archives and Records Service, National Audio-Visual Center, Washington, DC 20409.

PERSONAL FINANCE

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to define terms, set up a spending plan (budget), keep accurate records, prepare individual income tax forms, provide for savings and/or investments, prepare a personal insurance program, and demonstrate the wise choices of buying goods, and obtaining credit.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Match terms associated with buying, borrowing, savings, investments, insurance, and income taxes.
2. Set up a budget and keep a record of expenditures.
3. Name and discuss practical aspects of every day personal finance: income, budgets, savings, loans, investments, insurance, credit, tax records.
4. Establish a list of short- and long-term goals for saving.
5. Prepare a guide list for making wise money choices when buying food, clothes, transportation, or shelter.
6. Describe the various forms of personal savings and investment.
7. Recognize the advantages and disadvantages of various savings and investment plans.
8. List factors to consider in investing.
9. Describe the basic types of life insurance.
10. Explain the most common types of health insurance.
11. List and explain the different types of car insurance that are available.
12. Explain how car insurance can be reduced.
13. Explain how homeowners can protect against loss.
14. Make wise decisions concerning borrowing money and using credit.
15. Discuss his/her rights and responsibilities as a taxpayer.
16. Complete individual income tax forms.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite a local banker to speak to the class. Make up a list of questions. Include such questions as:
   a. What are the different types of checking and savings accounts?
   b. How much of a cash savings reserve should equal a person's monthly salary?
   c. What is the meaning of inflation and deflation?
   d. How do you figure interest?
   e. When and how do you invest money?
   f. What are some sources of credit?
   g. What is the money market?
   h. What are some different types of insurance?

2. Invite a local tax consultant to speak to the class on various deductions and confusing points about tax. Have students make up a list of questions to ask the speaker.

3. Invite an insurance agent to speak to your class.

4. Invite a tax lawyer, CPA, or tax practitioner to speak to your class.

5. Fill in crossword puzzle on tax from Publication 17 (Your Federal Income Tax.)

6. Fill out crossword puzzle to help in understanding terminology.

7. Show film "Money Talks."

8. Show film "What Happened to my Paycheck?"

9. Show film "The Subject was Taxes."

10. Show filmstrips from each of the following groups: "Getting Your Money's Worth, Group 1; "Consumer Education," Part II "Managing Your Money"; Consumer Education, Part I "How to Shop Wisely," "Personal Finance: You and Your Money."

11. Show filmstrip "The Budget--Today and Tomorrow."

12. Show filmstrip "Credit Buying."

13. Show filmstrip "Taxes."

14. Review various brochures given free by the local credit bureau.

15. Discuss consumer buying by having students bring articles from newspapers and magazines and make reports to class.

16. Have student check newspapers for job incomes and living costs.

17. Review various booklets published by Insurance Information Institute.

18. Use the "Money Manager" and plan a budget after going over the following:
    a. Estimating income for a specific period of time.
    b. Fixed expenses, obligations, and regular savings.
    c. Emergency funds.
    d. Weekly living expenses.

19. From a library check one year's edition (January through December) of a consumer magazine to see which foods for each month are considered the best buys for those months.

20. Compare prices of 25 food items of identical products at a store that gives trading stamps versus a store that does not. Group your products into two lists. One list would be for products that cost no more with stamps than without stamps. The stamps would be a true premium for products on this list. The second list would be for those products where the consumer is paying for the stamps.

21. Have students compare prices of 25 items of identical products at these stores: a grocery that claims to be discount; a convenience store; a grocery that gives trading stamps; a large grocery chain. Make a chart showing which store charged most for each item.

22. Have students determine the cost of insurance premiums and determine if it is advantageous to have insurance.

23. Conduct a survey to determine the usefulness of each banking institution in your community.

24. Fill out "Your Federal Income Tax Form" as a class group.

25. Have students fill out typical credit applications.

26. Have students complete Forms 1040A.

27. Have students complete Forms 1040 using only schedules A and B.

28. Take students on a field trip to a bank or savings and loan.

29. Have students go into the community and make reports to the class concerning housing, credit, leases, etc. (Use "Community Projects" from the ends of chapters in the Free Enterprise textbook.)

30. List the pros and cons of buying on credit.

31. Discuss coverages provided under an insurance policy; such as, Blue Cross and Blue Shield.

32. Have working students bring their W-2 forms and determine their refunds and file their forms.

REFERENCES

Books

Arnold, Pauline and White, Perceval. Money Make It, Spend It, Save It. Holiday House, 1962.

Ashcroft, Janet, E., and Ashcroft, John D. It's the Law. South-Western Publishing Co., Chapters 8 and 10.

Coleman, Larry D. Small Business Ownership Management Entrepreneurship. Arkansas Department of Education, 1978, Unit IX.

DeBrum, S. Joseph., Haines, Peter, G., Malsbary, Dean R., Daughtery, Ann Scott. General Business for Economic Understanding. South-Western Publishing Co., 1976, Chapters 11-29, 34, 36-39.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 15-17.

Garrett, Pauline G., and Metzen, Edward J. You Are A Consumer. Ginn and Company, 1972, Chapters 1-10.

Olsen, Arthur R., Kennedy, John W. Economics Principles and Application. South-Western Publishing Co., 1978, Chapters 19-21, 24-25, 31-34.

Patton, Price, and Patton, Martha. Money In Your Pocket. Van Rees Press, New York, 1960.

Warmke, Roman F., Wyllie, Eugene D., and Sellers, Beulah E. Consumer Decision Making, South-Western Publishing Co., 1977, Chapters 4-25.

Warmke, Roman F., and Wyllie, Eugene D. Consumer Economic Problems. South-Western Publishing Co., 1977, Chapters 9-13, 18-32.

Weathersbee, Christopher. The Intelligent Consumer. E. P. Dutton, New York, 1973.

Wyllie, Eugene D., and Warmke, Roman F. Free Enterprise in the United States. South-Western Publishing Co., 1980, Chapters 14-24.

Practice Sets

Coleman, Larry D., Clayton, Dean. Personal and Family Financial Management. Houghton Mifflin, 1981.

Roman and Finch. Family Financial Management. Third Edition, South-Western Publishing Co.

Brochures

American Council of Life Insurance, 1850 K Street, N.W., Washington, D.C. 20006 (Free)

1. "A Date With Your Future"
2. "Making the Most of Your Money"
3. "The Money Manager"

Arkansas Department of Education, Little Rock, AR 72201 (Practical Education Program) 1975.

1. "You and Your Borrowed Money"
2. "You and Your Budget"
3. "You and Your Car"
4. "You as a Consumer"
5. "You and Contracts"
6. "You and Insurance"
7. "You and Your Job"
8. "You and Your Money"
9. "You and Red Tape"

Credit Bureau (Local). Any number of booklets including:

1. "How to Use Consumer Credit Wisely"
2. "All About Credit"

Insurance Information Institute, Education and Consumer Relations Division, 110 William Street, New York, NY 10038. (Free)

1. "A Family Guide to Auto and Home Insurance"
2. "Educator's Guide to Teaching Auto and Home Insurance"
3. "Insurance Insights--Reports to Educators on Property and Liability Insurance"

Internal Revenue Service, Austin, TX 73301. (Free)

1. "Understanding Taxes"

Money Management Institute, Household Organization, Prudential Plaza, Chicago, Illinois 60601

1. "Money Management Booklets Library" ($3.50--Includes 12 Booklets)

Sears Roebuck and Company, Consumer Information Services, 512 Burlington Avenue, Legrange, IL 60525.

1. "How to Choose and Use Retail Credit" ($2.50 per 20)

Southern Federal Savings and Loan, Pine Bluff, AR 71601.

1. "How Much Should We Save?"

U. S. Post Office, Consumer Information, Public Documents, Distribution Center, Pueblo, Colorado 81009. (Free)
"Consumer Resource Corner Material"

Films and Filmstrips

Eyegate House, 146-01 Archer Avenue, Jamaica, NY 11435. ($25 per filmstrip and cassette)

1. "The Budget--Today and Tomorrow"
2. "Credit Buying"
3. "Savings Accounts"
4. "Taxes"

"Getting Your Money's Worth, Group 1," 6 strips with cassettes, A621-SAR/SATC, Society for Visual Education, Inc., 1345 Diversey Parkway, Chicago, IL 60614.

1. "Saving to Reach Your Goals"
2. "Making Credit Work for You"
3. "A Blueprint for Money Management"
4. "Let the Buyer Beware"
5. "Buying Wisely"
6. "Why You Need Consumer Know-How"

"How to Shop Wisely," Consumer Education, Part I, 4 filmstrips with cassettes, Teaching Resources Films, Bedford Hills, NY 10507.

1. "Becoming a Responsible Consumer"
2. "Buying Quality on a Budget"
3. "Finding a Place to Live"
4. "Shopping for a Car"

"Managing Your Money," Consumer Education, Part II, 4 filmstrips with cassettes, Teaching Resources Films, Bedford Hills, NY 10507.

1. "Making Your Money Work"
2. "Planning Your Financial Future"
3. "Living Within Your Means"
4. "Recognizing Fraud, Quackery, and Deception"

"Personal Finance: You and Your Money," 6 filmstrips with records and workbooks, Butterick Publishing Company, 161 Sixth Avenue, New York, NY 10013.

1. "The Money Game"
2. "Life on a Budget"
3. "Credit: Buy Now/Pay Later"
4. "Taxes: Paying for America"
5. "Insurance: Sharing Risks"
6. "The Consumer and the Law"

Understanding Taxes Coordinator of the Internal Revenue Service District office for your area.

1. "Money Talks"
2. "The Subject Was Wages"
3. "What Happened to My Paycheck?"

Games

Crossword Puzzle on Tax Terms, "Understanding Taxes," Publication 19, Department of the Treasury, Internal Revenue Service.

"Forms and You," J. Weston Walch, Portland, ME.

CAREER OPPORTUNITIES

UNIT OBJECTIVE:

After completing this unit of instruction, the student should be able to identify the different levels and functions of management in supervisory and executive positions, of service, merchandising, and manufacturing enterprises.

SPECIFIC OBJECTIVES: More specifically the student should be able to:

1. Name and describe the four functions of management, middle-management and executive positions.
2. List advantages and disadvantages of management levels.
3. Describe the opportunities in personal service careers.
4. Describe the opportunities available in public service careers.
5. List and explain the advantages and disadvantages of a career in service, both public and personal.
6. Describe different merchandising careers.
7. Describe the opportunities available in marketing and merchandising enterprises.
8. List and explain the channels of marketing distribution and the careers available.
9. Describe the opportunities in manufacturing careers.
10. Describe the career opportunities that aid the manufacturer. (Example: advertising, research, distribution, etc.)
11. Describe the relationship between management and labor organizations.

LEARNING ACTIVITIES AND TEACHING SUGGESTIONS

1. Invite speakers from different levels of management from each of the three major types of business organizations to speak to the class regarding their specific training, responsibilities, supervision of personnel, advancement opportunities, degree of authority, and input into company policy.

2. Compare the similarities/differences between the level of management as presented by the speakers.

3. Work the "Business Career" crossword puzzle.

4. Play the board game "Careers."

5. Have students act out short skits in business management.

6. Have students responsible for a different career bulletin board each week.

7. Show film "Is A Career In Management For You?"

8. Divide students into small groups to discuss case problems in marketing, labor, relations, advertising, personnel, and management.

9. Have students keep a scrapbook of articles and pictures from newspapers, magazines, etc. of management opportunities in service, merchandising, and manufacturing enterprise.

10. Student will "shadow" a manager from one or more of the three major types of business organizations and prepare a report convering the following areas:
    a. Job Description
    b. Job Duties (regular and periodic)
    c. Job Requirements
    d. Educational Requirements
    e. Supervisory Requirements
    f. Dress Requirements
    g. Physical Requirements
    h. Work Experience
    i. Salaries
    j. Product Knowledge
    k. Knowledge of Equipment and Materials (on the job)
    l. Contacts (social, customers, employee, and employer)

11. Show the film "Career Education for Management."

12. Discuss booklet "Invitation to Achievement: Your Career in Management." Answer such questions as "What exactly is management?" "What does it take to be a manager?" "How can I prepare myself to be a manager?" "What does a manager do?"

REFERENCES

Books

Bittel, Lester R. What Every Supervisor Should Know. McGraw-Hill Book Company, 1974, Chapters 1, 7-10.

Broom, H. N. and Longenecker, Justin G. Small Business Management, South-Western Publishing Co., 1979, Chapters 26, 27, 28.

Burns, William E. Exploring Occupations in Public and Social Services. McGraw-Hill Book Company, 1976.

Dictionary of Occupational Titles, US Department of Labor, 1977.

Everard, Kenneth, and Shilt, Bernard. Business Principles and Management. South-Western Publishing Co., 1979, Chapters 7, 20-25.

Gaines, Stark. Choice or Chance--A Guide to Career Planning. McGraw-Hill Book Company, 1979.

Lang, Carol. Handbook of Job Facts. Science Research Associates, Inc. 1979.

Occupational Outlook Handbook. US Department of Labor, 1980.

Ristau, Baggett. Exploring Careers in Business. South-Western Publishing Co., 1978.

Smith, Gary R. Exploring Marketing Occupations. McGraw-Hill Book Company, 1976.

Brochures

Martin, Elizabeth, "Invitation to Achievement: Your Career in Management," American Management Association, West 50th Street, New York, New York 10020. 50 cents.

Films

"Career Education for Management," 16mm film, 17 minutes, color, free, Guidance Information Center, Cory Hill, Saxtons River, Vermont 05154.

"Is a Career In Management For You?" Arkansas Department of Education, Little Rock, AR 72201.

Games

A Teacher's Ready-to-Use Packet of Skilled Business Subjects Crossword Puzzles, Dr. Peter Yacyk, Rider College, Trenton, New Jersey, 08602.

PART G

ENRICHMENT

PROJECTS

JUNIOR BANK BOARD

OBJECTIVES:

1. Develop an awareness of various departments within a bank and the activities and responsibilities of each department.
2. Demonstrate the fundamentals of the decision-making process.
3. Acquire leadership qualities while assuming the role of bank officers.
4. Develop closer cooperation between the school and the business people of the community.
5. Analyze career opportunities in the field of banking and relate them to personal goals.

MATERIAL/ AIDS:

1. Bank facilities.
2. Bank officers.
3. Bank forms.

ACTIVITY: DECISION-MAKING ACTIVITIES OF BANK PERSONNEL

Project BANKS, developed by the Future Business Leaders of America at Bentonville High School and the Bank of Bentonville, gave students the opportunity to study banking and finance. Through the auspices of the Bank of Bentonville, this project was set up in the form of organizing three junior bank boards to study a course outline on banking services. Twelve students served on each bank board with their own slate of officers and name of the bank.

One bank officer served as adviser for each board. Each board met once monthly in the board of directors' room at the Bank of Bentonville.

Student selection was made from applications and interviews of interested students. After selection was made, the students were notified by letter from the bank president. A luncheon and seminar were held at the local Holiday Inn where students, teachers, administrators, and the real Board of Directors were present. Students were placed on one of the three boards and told the time for their board meetings.

After a short program conducted by the bank's personnel, the students returned to the bank for a tour. At this time they were taken into the vault, behind the teller's counter, and held their first meeting in the board of directors' room.

Each month at their meetings a program was planned on such topics as bank accounting, credit, advertising, data processing, money and banking, bank insurance, loan applications, etc. Guest speakers were used much of the time such as a representative from the FDIC spoke to the students on insuring the bank accounts. At another meeting a speaker from the credit bureau explained how important their credit ratings were for securing loans.

Students were asked to plan newspaper advertising and radio spots aimed toward the youth of the community. Ads drawn up by the student boards were placed in the local weekly newspaper. Students have also helped with other bank projects such as the county fair booth sponsored by the Bank of Bentonville, open house in the bank's lobby, and planning parties for bank personnel.

Reactions from both students and the bank officers during the past years were supportive for the project. After operating during the past year, several ideas have been brought up for improving the upcoming years. One idea is to set a plan of action for the possibility of having a branch bank in the high school to encourage high school students to start savings programs. Of course, the junior bank board would be responsible for operating such a branch bank under the supervision of the Bank of Bentonville. The students are willing to put their efforts and time into such a project, and the bank is now exploring the legal possibilities.

Students will also be allowed to review hypothetical loan applications and to determine whether or not they would extend such loans just as the real Board of Directors do. Also the bank is setting up a college loan program to all students who serve on the junior board.

The Project BANKS has been very successful to the school, the students, and the community. This program could be incorporated by any school. Schools should be able to find several banks interested in cooperating with them. So often banks are looking for such a program that is educational like this one and where they can cooperate with the schools. The advantage for the school is having real bank employees teaching in the real setting.

THE CONSUMER CHOICE GAME

OBJECTIVES:

1. Demonstrate why consumer choice is called the driving force of a market economy.
2. Develop an awareness of the realities of the marketplace, and the benefits and responsibilities of free choice.
3. Develop decision-making roles of both consumer and producer.
4. Analyze the relationship between consumer choice and the development of new products.

MATERIAL/ AIDS:

1. The Consumer Choice Game, The Procter & Gamble Educational Services, P. O. Box 14009, Cincinnati OH 45214. ($9)

ACTIVITY: DECISION MAKING IN THE MARKETPLACE

The instructor must obtain from Procter & Gamble the necessary kit for developing this activity. This ready-to-use teaching kit includes:

1. 64-page teacher's manual with discussion and activity guides.
2. 16-minute sound, full-color filmstrip.
3. 8 student worksheets (designed for easy reproduction).
4. Colorful 17" x 22" wall chart--"How to Evaluate An Ad."

The object of the game is to develop decision-making skills both as a producer and as a consumer. The producer (corporate team members) must develop a product that will satisfy the most consumers as demonstrated by the greatest number of actual sales. The consumer will learn to purchase a product that matches one's own preferences and thereby gives the highest number of value points.

Some of the concepts that will be taught in this exciting marketplace simulation are:

1. Each of us is different and will assign different values to the many alternatives we are offered.
2. Market research is an important tool for companies to use in keeping up with changing consumer needs and wants.
3. Consumers must make choices. Those consumers who understand values and tradeoffs will make the most satisfying choices.
4. Companies must make choices too. For example, they have to choose which consumer problems to solve and how to spend limited resources.
5. Those companies that continue to do the best job of responding to consumer interest are successful; those that ignore consumers soon go out of business.

DATA PROCESSING

OBJECTIVES:

1. Develop an awareness of various computers and the activities and responsibilities of each.
2. Demonstrate the handling of information to solve problems.
3. Acquire a better understanding of what a computer can and cannot do.
4. Analyze career opportunities with various computers.
5. Develop closer cooperation between the school and business resources in the community.

MATERIAL/ AIDS:

1. College facilities (Computer Center).
2. A local bank and bank employees.
3. Data processing forms.
4. Terminals.
5. Keypunch machines.

ACTIVITY: INTEGRATING DATA PROCESSING IN THE CLASSROOM

The University of Arkansas at Pine Bluff provides students the opportunity to study data processing and the computers on campus. Through the auspices of the UAPB Computer Center, this project is set up in the form of demonstrations and lectures. Twenty students receive classroom lectures from the classroom teacher, supervisor at the Computer Center, and a representative of a local bank.

Each student is given the opportunity to see, touch, and operate, the data entry and terminal machines. Students separate into groups of five to visit with the computer operators.

Students are given special instructions and assigned special program data for various machines. Students are required to keep a glossary of computer terms and their definitions. Each student is further required to analyze data processing career opportunities and relate them to personal goals.

SELECTING COMPUTER EQUIPMENT FOR A SMALL BUSINESS

OBJECTIVES:

1. Develop an awareness of business applications which may be computerized.
2. Explore methods of selecting a small business computer.
3. Determine the selections of the small business computer by visiting various small business computer vendors.
4. Select the method of payment: rental, lease, lease/purchase, etc.
5. Summarize and discuss the procedure followed for selecting the right small business computer for your company.

MATERIAL/ AIDS

1. List of small business computer vendors.
2. Pamphlets from small business computer vendors.
3. List of typical business applications.
4. Local business.

ACTIVITY: SELECTING A SMALL BUSINESS COMPUTER

This project will be a group project in which the students are divided into committees which will function not only as a separate committee entity but also as a group. The instructor will select a group leader who will assist the instructor in selecting committee chairpersons.

The instructor should select a typical community business and present this model to the students for their role in selecting a small business computer.

As a group, the students will select from the list of typical business applications the applications which will be feasible to computerize. The group will then explore various methods of selecting the right small business computer.

At this point the group will break down into committees, and each committee will select a vendor to visit. The vendor should demonstrate equipment and discuss available software packages for the company's needs. The committee should then summarize the information given by the vendor, and the chairperson will report to the group on their findings. After evaluation of the committee reports, the group should then determine which small business computer will best meet the company's needs. Be sure to include in the discussion the various methods of payment which are acceptable by each vendor.

At the end of the project the committees should meet as a group and summarize and discuss the procedures followed in selecting the right small business computer.

CURRENT LEGISLATION AFFECTING SMALL BUSINESS

OBJECTIVES:

1. Develop an awareness of current legislation concerning small business.
2. Acquire knowledge of how congressional representatives vote.
3. Demonstrate the ability to make decisions on legislative issues.
4. Develop closer cooperation between the school and the business people of the community.
5. Develop an active interest in our political system.

MATERIAL/ AIDS:

1. The NFIB Mandate, a regularly scheduled publication issued eight times per year, once every six weeks, by the National Federation of Independent Business Research and Education Foundation, 150 West 20th Avenue, San Mateo, CA 94403. Copies are sent to interested educators without charge during school months.

ACTIVITY: VOTING ON FEDERAL LEGISLATION

The Mandate contains articles of current legislation passed and those issues being discussed for possible passage that are vitally important to independent businesses. It also keeps the business people posted on how each member of Congress voted on legislation affecting independent business.

The position taken by NFIB on issues to be voted on is decided by a tearout ballot with a section for comment to your congressional representative.

The issues can be discussed and then voted on by the students as to what they think would be best for independent business and the ballot sent in with any comments to their representative in Congress. The next issue of Mandate will show the results of the voting, and the students can see how their decisions compared with the decisions of business people nationwide.

An extension of this project would be for the students to take a community survey of small businesses and determine how many are NFIB members and what their stand is on certain issues and how it compares to the students' opinions.

NFIB members can be invited as guest speakers to discuss current legislation and how it might affect businesses in the community.

OWN YOUR OWN BUSINESS--AN AMERICAN DREAM

OBJECTIVES:

1. Demonstrate the decision-making fundamentals relative to the operation of a business.

2. Acquire skills and values relating to the activities and responsibilities necessary in the operation of a retail business, particularly in the following areas:
   a. Management and organization
   b. Accounting fundamentals
   c. Buying and selling of merchandise
   d. Employee and customer relations

3. Analyze career opportunities in the field of management and sales.

4. Experience the personal satisfaction and financial rewards possible in business ownership by the investment of time, skill, and money.

MATERIAL/ AIDS:

1. Store fixtures and equipment--can range from the simple cash box and table to the more elaborate cash register and display counters.
2. Area for store facilities located within classroom or in a separate room.
3. Appropriate accounting forms.
4. File cabinet for record storage.
5. Art materials for advertising purposes.
6. Calculator and typewriter made available.

ACTIVITY: STUDENT OWNED AND OPERATED SCHOOL STORE

The "Beaver Shop" is a project of the students in the General Business classes at Lakeside High School in Lake Village, Arkansas. This project is an ideal program to utilize in a JET class. The store, owned and operated by the students, offers school supplies and novelties for sale. This program is the core from which concepts about business organizations, operation and management are learned through realistic experiences.

The store is organized as a mock "corporation." This enables all students to participate in the program as investors. In the beginning of the project, a lawyer is invited to speak on the process of incorporation. After hearing the explanation and examining source documents, a name for the business is chosen, the Articles of Incorporation written, by-laws established, and stock certificates printed.

One thousand shares of stock at 5 cents a share are issued to raise the capital with which the initial merchandise is purchased. Each student in the class is expected to buy at least one share. Most students, however, invest much more, some as much as $10. A study of stocks and investments is made during this activity.

A stockholders' meeting is then held to elect a board of directors consisting of a president, vice-president, secretary, and treasurer. The

teacher may serve as general manager with a student as assistant manager. All major decisions concerning operations are made by the board and carried out by the managers. A local retail merchant is invited to attend the first board meeting to discuss the operations of such a business. With the merchant's help, the board further organizes the business into departments and establishes job positions. In addition to management, departments of sales and marketing, accounting, advertising and credit were established. Students completed applications and were interviewed for job positions. On the basis of skill and interest, students and jobs were rotated during the year.

The store was set up in a corner of the classroom utilizing a table, cash box, and storage cabinet. The store opened a half hour before school and during lunch.

The following activities were used in the project:

1. A "market survey" was done to determine what merchandise and school supplies were needed and wanted.

2. "Buying trips" were made to purchase merchandise. To provide a wider range of experiences, these trips were made out-of-town as often as possible. Cost comparisons were made among various suppliers.

3. Business luncheons and board meetings were held at local restaurants.

4. Advertising campaigns were designed and implemented centering around special events such as homecoming. During the football season, each Friday a segment of the student body such as the football team, the band, the cheerleaders, etc., were honored. The honorees were given free candy just for coming into the store. Not only was the store advertised, but the business department as well.

5. A visit to a bank was made to open checking and savings accounts.

6. Credit was made available to customers meeting certain requirements which created the need for writing collection letters to delinquent accounts.

7. Students were "hired" from other business classes to take dictation, type letters, conduct an audit, etc.

8. An organizational chart was prepared and displayed on the bulletin board.

9. Orders by mail and phone were made.

10. Appropriate bookkeeping records were maintained.

This project has produced both rewarding and surprising outcomes. Aside from the obvious skills and concepts derived from such a project, there were many subtle realizations and understandings acquired. Situations were created whereby not only the business students were acquiring valuable knowledge, but customers were also. Several of the customers realized too late that they were building up a debt larger than they should. Conferences with the credit manager were necessary on the danger of too much credit. The business students, in a few cases, learned about bad debts the hard, yet realistic way.

At the end of the year, the current value of the stock is determined and the business buys back the stock at a price equal to 50 to 75 percent of the value. The rest of the money is retained by the business to "expand" during the coming year. The first year, money retained was used to purchase a calculator.

Future plans for the project include having a separate room just for the job when a new school is available. Plans are to equip it with display counters and other real store fixtures. Plans are to have an open house when the move is made into the new facilities.

This project could be utilized on a large or small basis depending on a school's situation. The "market" could be the entire school or just the business department. As previously implied, the school store is excellent for getting other students aware of the business department and interested in what it is doing. However adapted, the realism involved in the project fosters the enthusiasm and development of values and understandings not acquired through textbooks.

EDITOR'S NOTE: The move into the new facilities was completed in May, 1981.

PROTECTING THE ASSETS OF A SMALL BUSINESS

OBJECTIVES:

1. Demonstrate the fundamentals of the decision-making process.
2. Develop an awareness of the responsibilities of a small business owner.
3. Analyze career opportunities in the community and relate them to personal goals.
4. Develop closer cooperation between the students and the business people of the community.

MATERIAL/ AIDS:

1. Insurance agents.
2. Small business owners.

ACTIVITY: UNDERSTANDING INSURANCE

The students will be given the following problem:

> You wish to open a small business. Given the following information, decide what business insurance coverage you would need and the annual cost for each. Disregard purchasing life insurance and health insurance.
>
> 1. You employ two full-time employees.
> 2. You are renting a building which rents for _____* a month.
> 3. You will have an inventory worth_____*.
> 4. Your fixtures have a value of_____*.
>
> *Teachers should supply information relevant to their community.

Teacher should arrange with insurance agents in the community to answer questions for the students. Students will need help with cost for the coverages they choose. (Ask agent to spend a class period answering questions.)

Note: Teacher could make the problem more complicated by giving personal information and having students determine life insurance and health insurance.

PERSONNEL MANAGEMENT

OBJECTIVES:

1. Develop an awareness of what is expected from a job interview.
2. Prepare a resumé, fill in a job application, and compose a letter of application.
3. Acquire the ability to perform on an actual job interview.
4. Perform the necessary tasks as required on the job.
5. Analyze the personnel management techniques used.
6. Acquire written report and oral presentation skills.

MATERIAL/ AIDS:

1. Application forms.
2. Paper.
3. Volunteer businesses in the community.
4. Businesspeople to conduct interviews.

ACTIVITY: EXPERIENCE IN PERSONNEL MANAGEMENT THROUGH ON-THE-JOB TRAINING

The last month of school members of the JET class may actually work on a job during the two-hour class period.

A number of businesses in town must agree to let the students work. Usually businesses are more than happy to obtain the extra help, especially at no cost to them. The contact to the business community can be made by either telephone or a letter explaining the objectives of the project and asking for the cooperation.

Then students decide at which business they want to work. After they make the decision, they begin this preparation:

1. The students prepare their resumé and letter of application.
2. They set up an appointment for an interview.
3. Then they actually go to the business for an interview and fill in an application.
4. They are notified by the business if they have received the job.
5. Students report to work on a specified date.
6. Upon completion of their work experience, the students will make a written report for the teacher and an oral presentation to the class. This report should include observations from a personnel management viewpoint.
7. The students will write a letter of appreciation to the employer.

LLOYD'S OF (YOUR SCHOOL)

OBJECTIVES:

1. Explore and analyze career opportunities and skills in the field of insurance.
2. Demonstrate the concept of insurance as "sharing the risk."
3. Demonstrate and analyze concepts of insurable risks such as calculability, predictability, stability, distribution, and premium determinations.
4. Apply understanding of insurance terminology and policy writing.
5. Demonstrate the function and responsibility of the insurance company and of the insured.

MATERIAL/ AIDS:

1. Books and pamphlets concerning careers in insurance and The Employee Outlook Handbook.
2. Sample property insurance policies, applications, and claim forms.
3. Filing cabinet for record storage.
4. Materials, tapes, and filmstrips about sales techniques.
5. Consultants--insurance agent and math teacher.

ACTIVITY: FORM AN INSURANCE COMPANY IN YOUR SCHOOL

Have students form their own insurance company for the purpose of protecting themselves and other students against the possible loss of textbooks. The company (class) sells "policies" to clients (students) for a specified premium. In return the company agrees to purchase a new book for the clients if theirs is lost or stolen.

Begin the project by dividing the class into the following career groups:

1. Company/Management
2. Policywriters/Underwriters
3. Actuaries
4. Agents
5. Adjusters

Each group does a study on its particular insurance career. This study should concern job preparation, skills, and duties. Job descriptions can then be written. After this study, secure the services of a local agent to act as a consultant and adviser for the remainder of the project.

The project continues with the following activities carried out by the different groups:

1. Company/Management--represented by the teacher and a student assistant. The students initiate business policies and approve all transactions.

2. Policywriters/Underwriters--from sample insurance policies, applications, and claim forms, the students devise such forms to be used by this company; review applications and determine premium rates.

3. Actuaries--responsible for obtaining data from the principal concerning past records of textbooks lost over a given period of years; make determinations concerning total costs, probability of losses, average number of losses, etc.; prepare statistical data to be used in determining amount of risk and premium rates. A math teacher could help in this area.

4. Agents--responsible for selling the policies to the prospective clients; a salesmanship "course" should be held for these students to develop proper selling techniques (a local agent could conduct this "course"); prizes and awards could be given to the top salesperson during a particular period.

5. Adjusters--determine and settle individual claims; make written reports concerning these claims.

Other guidelines and considerations include:

1. Determine length of policy period--six weeks, semester, etc. Policy must be renewed or canceled each period.

2. Check into the feasibility of dividends, deductions, and lower rates for students with a good record of book retention, locked locker, etc.

3. Maintain accurate and up-to-date records of books that have been issued to the clients; keep a check to see if books have been found or returned.

4. Each book should be insured separately, but discounts could be given for each additional book.

5. All students are not "insurable." Careful screening should be done and criteria established for who is "insurable."

6. Money should never be paid directly to a client. Purchase the book for the student. Make sure it is understood that no money will ever be given to a student.

ONE DAY IN THE REAL BUSINESS WORLD

OBJECTIVE:

1. Provide an opportunity for students to research various means of preparing resumés and letters of application.
2. Enable the students to develop resumés based on their own personal experience and background.
3. Introduce the students to situations that arise in job interviews and enable them to meet these situations.
4. Provide the students with a realistic experience to report for work and spend a day as a regular employee at a business of their choice.

MATERIAL/ AIDS:

1. Work stations in the community that would be willing to provide students with this learning experience.
2. Transportation (provided by the students).
3. Reference materials.

ACTIVITY: JOB APPLICATIONS AND WORK DAY

The initial stage of the project begins with the discussion of types of careers and a personal survey of each individual's strengths and weaknesses. The students then determine the place of business in which they would like to apply based on their interests and career choices.

After studying extensive examples of letters of applications and personal data sheets, students develop their own materials that best represent their experience and personal background. In the letter each student requests a personal interview so that the procedures of the work day could be discussed. Final copies of the materials are mailed, and the employers then contact the students either at their home phones or in the business department at the high school.

In preparation for the interview, class discussion is held to point out special characteristics of attitude, grooming, etc., that are essential to a successful interview. To provide another realistic experience, employment application forms are duplicated and the students practice filling in the forms.

The personal interviews can be held during the two-hour class time during the beginning of the week. Then on Thursday, the work day can be held. Students are excused from a day of school to receive actual experience of a full day in the "real world" of business.

Comments from the students are very rewarding. The students must write personal thank-you letters to the businesspersons who provide them with this experience. Comments from the businesspersons indicate that they, too, find this to be an enjoyable experience.

PLANNING YOUR BUSINESS WARDROBE

OBJECTIVES:

1. Develop an understanding of the influence that appearances have in the way we relate to others and how they relate to us.
2. Discuss why appearance is important in job success and promotion.
3. Enable students to gather samples of various ensembles that would complement their own characteristics and arrange these in a "fashion portfolio."

MATERIAL/ AIDS:

1. Reference materials such as Today's Women.
2. Dress for Success and The Woman's Dress for Success, by John Molloy.
3. Magazines such as Seventeen, Glamour, Vogue, Gentlemen's Quarterly.
4. Merchandise catalogs such as Sear's and Penney's.

ACTIVITY: PERSONAL GROOMING

After a class discussion about appearance and how we related to others, an out-of-class assignment should be conducted to enable the students to search for clothing that would be suitable for them in various situations. Accessories should also be displayed, and a narrative for each grouping should be typed to explain why these items were selected.

The four situations are as follows:

1. Choose what would be appropriate if you were speaking on a program in behalf of your company.
2. What you would wear to the company's "highlight" of the year--such as a formal banquet, etc.
3. Your boss is having a social party in the home for several employees. It is suggested that it is informal; however, you still want to make some sort of impression that you are an up-and-coming young executive or career woman.
4. A typical day at the office. Choose something versatile and yet appealing to wear in meeting the public.

BONUS: Depending on your choice of recreation, select what you would wear if attending with some of your working constituents.

Students should remember that they are looking for business attire that is socially acceptable for major corporations. They should visualize themselves in these clothes, choosing articles that correspond with hair color, body size, skin color, and taste.

Evaluation consists of neatness of portfolio, organization, choice of executive attire, and brief explanations of why these choices were made.

CONDUCTING JOB INTERVIEWS

OBJECTIVES:
1. Develop an awareness of the importance and responsibility of conducting an interview.
2. Develop a personal style of interviewing.
3. Demonstrate the ability to effectively interview a job applicant.
4. Develop an evaluation process to be used after conducting an interview.

MATERIAL/ AIDS:
1. Duplicating supplies for preparing survey form.
2. Access to small business owners.

ACTIVITY: EMPLOYER SURVEY AND MOCK JOB INTERVIEWS

The success or failure of a job interview lies in part with the employer. The type and form of questions asked are important to discover the assets and weaknesses of a job applicant. Evaluation of the applicant's answers are also a difficult task of the employer.

One of the best ways to learn about the techniques of interviewing is to talk with employers who hire for their company. Have the students survey these employers. Some sample questions are:

1. How much value is placed on appearance? Manners? Correct grammar?
2. Do you administer an employment test? If yes, describe the type of test and how much weight is placed on the test.
3. Is it easier to evaluate job applicants by asking each person the same questions or by varying the format?
4. Does the way an applicant completes the application form affect your decision on hiring?
5. What are the questions that an employer cannot legally ask an applicant?
6. Do you avoid asking questions that can be answered with a "yes" or "no"?
7. List five questions that the employer usually asks during an interview.

The students should use the results of the surveys to develop their own style of interviewing. Have the students divide into pairs with one student acting as the interviewer and one student the applicant. The students should conduct and evaluate mock job interviews. These future business owners will realize the difficulties faced by both the interviewer and the applicant.

WHO PAYS FOR SHOPLIFTING?

OBJECTIVES:

1. Promote and develop an awareness in students and/or the community on the criminal and economic aspects of shoplifting (or some other issue).
2. Stimulate community and school involvement, recognition, and cooperation.
3. Acquire and demonstrate the ability to obtain, organize, and interpret information through various research means (surveys, interviews, reading).
4. Communicate research findings in both written and verbal forms.

MATERIAL/ AIDS:

1. Research materials and resources.
2. Sample surveys and questionnaires.
3. Promotional media.

ACITVITY: DEVELOPING A PROMOTIONAL CAMPAIGN AROUND A BUSINESS-RELATED ISSUE

In this project the students are to choose an issue concerning business, and organize a campaign to promote the issue and educate other students and/or the community. The issue chosen could be a national one, but should be relevant to the locality, also.

For illustration, one particular campaign could be "anti-shoplifting." The following are methods that could be used in devloping and promoting the campaign.

Divide the class into two committees for research purposes. One committee is to cover the criminal aspect of shoplifting; the other is to cover the economic aspect.

1. Criminal Committee. The member of this committee should:
   a. Interview lawyers, judges, and/or the police to acquire information concerning shoplifting as a crime. Information should cover such areas as the type of crime, punishment, local and national prevalence, implications for the arrested and/or convicted shoplifter, types of security, etc.
   b. Develop a confidential survey for students to voluntarily fill out to obtain attitudes and local prevalence of the crime among teenagers.

2. Economic Committee. The members of this committee should:
   a. Research shoplifting on a national level to accumulate data and statistics concerning amounts of money lost and the effects, both direct and indirect, on the business and consumer.
   b. Develop a survey to acquire local data and information on the same thing.
   c. Investigate costs of security.

After an analysis of the information obtained through research, the students should compile the data for the production of booklets, charts, posters, handouts, etc. The students could sponsor an assembly program on the issue with participation of local business people and law enforcement people. A skit could be written and performed by the students illustrating the facts about the issue. Posters could be placed around school and promotional literature distributed. (Be sure to indicate the JET class as the promoter.)

On a community-wide basis, the students could sponsor radio announcements and could directly assist businesses in other appropriate ways. (On the survey sheet given to business owners, questions regarding ways students might help could be included.)

This project could be an annual event, with a different "campaign" every year.

CORPORATE DECISIONS--AN INTERACTION GAME

OBJECTIVES:

1. Identify the major characteristics of the corporate form of business ownership.
2. Explain certain basic operating procedures of a corporation.
3. Identify some of the factors involved in choosing a community for a new store location.
4. Evaluate the advantages and disadvantages of possible sites for a new store location.
5. Demonstrate an increased awareness of the relationship between business and local government.
6. Demonstrate an increased understanding of the decision-making process in a small group situation.

MATERIAL/ AIDS:

1. The game was developed by Terry O'Brien of The Ohio State University and produced and distributed by the Distributive Education Materials Lab, The Ohio State University, 115 Townshend Hall, Columbus, OH 43210.

ACTIVITY: CORPORATION SELECTS IDEAL CITY FOR NEW LOCATION

Corporate Decision is an interaction simulation designed to be played by students in Business and Distributive Education classes. Through role playing and group interaction, the game simulates conditions in which certain situations might arise when a large corporation attempts to select a community in which to establish a branch location. The game can be a meaningful learning experience for students who are studying Store Location, Decision Making, Forms of Business Ownership, The Relationship Between Business and Government, Corporate Structure, or similar topics.

There is no specified length of time for Corporate Decisions to be played. The amount of time spent on the game will vary greatly depending upon the degree to which the students become involved in the simulation.

Corporate Decision simulates a situation in which the board of directors of a large department store chain is involved in choosing a community in which to build a new store. Three cities are being considered by the board, and the planning and development agencies in each of the three cities are actively seeking the selection of their city as the site for the new store. The object of the game is for the board of directors to choose one of the three cities for its new location and to gain approval by majority vote of their stockholders on the decision.

IN TOUCH WITH THE BUSINESS OF AMERICA

OBJECTIVES:

1. Provide an opportunity for students to interact with business people in the community.
2. Acquaint students with adults in their particular field of interest and provide them with an opportunity to discuss their careers.
3. Enable civic members to become involved with young men and women who not only support the free enterprise system but are working hard to become a vital part of it.
4. Build the bridge between the classroom and the world of business.

MATERIAL/ AIDS:

1. Rotary organization (or other civic organization).
2. Transportation (provided by student or Rotary member).

ACTIVITY: FBLA BUILDS BRIDGES BETWEEN STUDENTS AND BUSINESS

IN TOUCH WITH THE BUSINESS OF AMERICA, a project developed from the 1980-81 FBLA national theme, was implemented by the Mountain Home FBLA chapter and the Mountain Home Rotary organization.

Business people in a community are very interested in the young people who will become the community leaders of tomorrow. This project enabled the Rotary members to become involved with the young men and women and gave them the opportunity to visit with students interested in similar occupations as their own.

To participate in this program, the student first completed a typed application. Then the student's career choice was matched to that of a Rotary member in that same occupation, and a schedule was prepared so that six FBLA members would attend the Rotary luncheon each Thursday. These students would return to the place of business with their host, and visit their office or plant facility until the time that school was dismissed. Either the students had their own transportation, or the Rotary member would pick them up and return them to the school.

Since the cost of the meal was paid by the Rotary member and because of the generous amount of time devoted to the students, the students were required to write personal thank-you letters to the business people.

The FBLA members felt extremely fortunate to have this opportunity to "keep in touch" with the businesses in Mountain Home, and this was a tremendous learning experience for them.

STUDENTS BECOME ENTREPRENEURS

OBJECTIVES:

1. Develop an awareness of the pleasures and disappointments of operating a small business.
2. Demonstrate the fundamentals of the decision-making process.
3. Acquire leadership qualities.
4. Develop closer cooperation between the school and the business people of the community.
5. Develop the ability to practice efficient money management.

MATERIAL/ AIDS:

1. Carwash owner.
2. Carwash.

ACTIVITY: OPERATING A CARWASH

The Jacksonville High School Future Business Leaders of America chapter managed and operated a carwash for five months. (The carwash had three self-service bays and one automatic carwash.) The owner of the carwash, Bart Gray, Jr., gave FBLA complete responsibility of the business. He asked to be advised of decisions that were made. It was decided that the owner and FBLA would split all profits made, but FBLA would not be expected to share any losses.

Chairpersons for Accounting, Maintenance, Advertising, and Research for Operational Improvements were appointed by the President. Members served on one of the four committees.

The Accounting Committee, one day each week, had to go to the carwash and remove the money from each of the vending machines, the vacumn machines, and the carwashes. The money was counted, rolled, and deposited in the bank. At the end of the month the chairperson and the owner would go over the books. The chairperson wrote the checks to pay the bills, and the owner would then sign the checks.

The Maintenance Committee was checked daily to see if all machinery was operating; if it was not, the maintenance person had to be notified. The student organization chose to do its own cleaning of the area to save money; so picking up trash, sweeping, and hosing down the bays became its job. The committee became experts at making soap to go in the tanks. Ordering soap, when the supply ran low, had to be done. The carwash had to be closed when temperatures dropped below freezing.

The Advertising Committee contacted newspapers and radio stations. Flyers were made and handed out. Sign-making parties were held.

The Research for Operational Improvement Committee checked the competition and made suggestions to improve the business.

The opportunities gained by the students through the experience of operating their own small business proved to be invaluable. They learned how to make decisions, to accept responsibilities, to become business leaders, and to work as a team.

ECONOMIC FACTS OF LIFE

OBJECTIVE: 1. Provide the students more direct application and insight into the problems of business by developing an individual worker's plan of personal budgetary and investment problems.

MATERIAL/ AIDS:
1. Newspapers.
2. Notebooks.
3. Income tax forms.

ACTIVITY: MAKING AN INDIVIDUAL FINANCIAL LIFE PLAN

The students in the JET class at Conway High School were instructed to start reading the newspaper "help wanted" ads. Their goal was to locate a job which was described as their lifetime dream job--a job they would have a reasonable chance of getting and filling satisfactorily. This job would be attainable after they had finished their proposed educational plans, whatever these might be, and after they had served an appropriate apprenticeship period in a position which would qualify them to move ahead in their chosen field. They were instructed to find the current salary being offered for this job. They were also informed that the project of which this was a part would be judged by committees of their fellow students, not by the instructor. The goal was to find the best possible job which they could satisfactorily fill at this stated juncture in their future lives. This initial step generated considerable class interest, and it resulted in some forward thinking and interchange of opinions.

The class was informed that the actual newspaper clipping of the desired job was to be kept along with proof of the salary offered. If the salary was not listed in the newspaper ad, the students were asked to retain proof of salary in the form of a cited salary from an employment bureau or a notation of a telephone inquiry.

Shortly thereafter, the class presented the format of the project: A presentation of a logical and well-thought-out plan for living within the framework of the salary to be earned and the problem of self-capitalization vs. probable expenditure demands. This was to be set up by students in line with their own projected earnings, needs, desires, and plans. The presentation was to be structured in the following manner:

> Page one was to contain job clipping, salary to be earned, and a short statement establishing the fact that the student would be eligible for this job with planned training, experience, and the demand of the designated types of work.
>
> The second page was to consist of a clipping from a newspaper listing the price of a house or a rental facility which would actually be suitable and desirable from the standpoint of the student's proposed status at that time. To simplify this activity, the students were to assume they would have a one-income family, either single or a spouse who did not work because of illness, a college student, or was taking care of children. On this page the annual and monthly cost of the

following items were to be broken down: rent or house payments, taxes for real estate, insurance, all household utilities, and related expenses of actually maintaining a home. Students were expected to investigate down payments, monthly payments, and actual amounts of utility bills. These amounts came as great revelations to students whose parents had been supporting them.

Page three was to consist of a transportation plan--purchase of a car either on credit or a prorated cash self-repayment plan. Only students whose salaries would obviously be inadequate inquired as to whether they were required to purchase a car. They were informed that they must allow for public transportation at the existing rates and emergency taxi fares. This page was to include all costs of car payments, insurance, repairs, licensing, and operating expense. A clipping of an automobile advertisement was specified to head this page for those students who planned to purchase a car.

Page four was the investment page. A plan for self-capitalization was expected here since many students were hoping to open their own businesses at some future time. Investment for emergency situations and retirement was the minimum expected. Class discussion included liquidity of a portion of one's capital with long-term investments of both the hard-dollar variety, such as insurance, and the inflation-riding varieties of common stocks and real estate. Students were informed that those who had chosen to purchase a house could list this fact on this page in order to raise their investment percentage in proportion to their income. Reasonable exactitude was expected on this page, with additions to probably interest or dividend income.

Page five was the summary page. This page was to contain totals from the preceding expenditure pages, plus a breakdown of all remaining probable family expenditures balanced with net income. Completeness was stressed.

Page six was to be a 1040 income tax return properly completed in full detail. This involved finding out the tax demanded from the proposed salary, the probable withholdings, and the insertion of all pertinent data from the preceding sheets involving taxable income or allowable deductions. This last requirement was, of course, one of the major purposes of the whole exercise--to force students to copy individually with their own tax situations.

The grading procedure was then explained. Two days were set aside for committees from the class to do the grading. Five committees were appointed:

1. The Completeness and Summary Committee, which was to judge the realism of the job selected on page 1, combined with the overall spending summary on page 5.

2. The Housing Committee, which was to pass on the realism of the housing plans set forth on page 2.

3. The Transportation Committee, which judged the feasibility of the car purchase and maintenance.

4. The Investment Committee which evaluated the adequacy and wisdom of the investment plans set forth on page 4.

5. The Tax Committee, which was the largest committee, whose duty was to audit, on an Internal Revenue level, each tax return, grading on completeness and accuracy.

Committees were formed by permitting class members to choose their committee, with some maneuvering when necessary by the instructor. Each committee chose a chairperson, and each committee member was responsible for becoming an authority in the field of responsibility with data on hand to support the committee-grading decisions. Several weeks were allowed for the seeking and assimilation of data by each committee, and a few minutes at the beginning of two or three classes were set aside for committee meetings.

Committees were instructed that they would be sole grading authorities on the pages for which they were responsible and that their grading method could be of their own choosing. They could grade indivdually and average grades, or they could all consult on each paper as a group. Since grading was to be done in class during the designed two-class periods, committees were urged to call upon students who had made drastic mistakes or unrealistic plans and to consult with them on an individual basis. It was stressed that this system permitted a vast amount of personal attention which could not be obtained in any other kind of class situation and that it must be well utilized to prevent students from making mistakes in their future planning.

Committees were informed that the instructor would go over all grading for possible mistakes of facts but that the instructor would not change a committee grade unless an actual error of fact was made by the committee. Students were also informed that a committee grade would be issued to each committee based on three points: the actual functioning of the committee as exemplified by its compiled data, consultation with students, and manner of operation; its accuracy, which would be evaluated as the papers were marked; and the critique which its chairperson presented to the class. This critique was to point out the successes and failures of decisions made by the students and the possible pitfalls these would involve in the making of life decisions.

At the end of the second grading day, papers were returned. Students received their own projects with letter grades circled on each section. Plus and minus grades were allowed. Each student then added up the individual section grades and averaged the total grades on this scale:

A+ 12	B+ 9	C+ 6	D+ 3	F 0
A 11	B 8	C 5	D 2	
A- 10	B- 7	C- 4	D- 1	

The pages of the projects were then stapled together in order. The students placed their average grade on the top page, circled twice, with any notations of protest on the grading for the instructor to review.

The instructor kept a tally sheet during the grading days, giving each committee a letter grade on their operation procedures and a grade on the class critique. As the individual papers were graded, notations were made under each committee of the actual errors of which they were guilty.

The committee grade, which was presented and explained to the class, was given about half value of a formal test. This was done because the mistakes or malfunctioning of an individual committee member sometimes decreased the grade for a whole committee. Although this may have appeared to have elements of unfairness, the process is discussed as being one of the hazards of any group endeavor.

The relationship to business planning is obvious. For example, students who learn of tax planning and consequences in a sole academic way are required to make abstract applications. These applications are easier if the students have had a chance to approach them first in a way that is personal and meaningful.

PARLIAMENTARY PROCEDURE/BOARD OF DIRECTORS

OBJECTIVES:

1. Acquire leadership qualities while assuming the role of executives for a manufacturing firm.
2. Develop an awareness of various departments within a corporation and the activities and responsibilities of each officer of the corporation.
3. Demonstrate the fundamentals of the decision-making process integrating parliamentary procedure principles when holding quarterly board meetings.

MATERIAL/ AIDS:

1. Parliamentary Procedure slides.
2. Robert's Rules of Order.
3. Computerized Business Game Handbook.

ACTIVITY: INTEGRATING THE PRINCIPLES OF PARLIAMENTARY PROCEDURE INTO THE QUARTERLY BOARD MEETINGS OF THE COMPUTERIZED BUSINESS GAME.

Computerized Business Games, sponsored by Arkansas Power and Light and the University of Arkansas at Monticello in cooperation with The Arkansas Department of Education, provide high school students the opportunity to manage a large manufacturing firm as well as apply parliamentary procedure principles in the quarterly (weekly) board meetings.

A limited number of students serve as officers (executives) on a Board of Directors which governs (make decisions) for the firm. These officers are elected at an organizational board meeting at the beginning of the game. Also, at the first meeting the firm is named, and the product to be manufactured is designed.

The chairperson of the Board of Directors presides over the meetings using as a guide Robert's Rules of Order. According to the agenda prepared, various department heads report. The floor is opened for discussion following each report; then, proper action is taken on each presentation.

Not only is the game a good learning experience and highly motivating, but students are learning another concept: parliamentary procedure. Also, this appears to be a step toward organizing a parliamentary procedure team for Future Business Leaders of America leadership conferences.

POSTAGE CONSUMERISM

OBJECTIVES:

1. Appraise the amount of mailing-cost waste that exists in business today.
2. Recognize the different mail classes.
3. Analyze alternatives to the postal service.
4. Identify cost-cutting methods in postage expenditures.
5. Develop an awareness of the problems facing the Postal Service with increased costs and changing technology.

MATERIAL/ AIDS:

1. Magazine articles discussing this issue such as Business Exchange (February, 1981) and Business Education Forum (January, 1980).
2. Brochures: Mailer's Guide to Postal Regulations from school or public library or Instructions for Mailers from your local post office.

ACTIVITY: INTEGRATING POSTAGE CONSUMERISM INTO BUSINESS

With the rising cost of the Postal Service, businesses need to analyze their mailing procedures. This is especially relevant with the 3-cent increase which becomes effective March 22, 1981, for first-class letters. Some activities to reach the above-stated objectives include:

1. One way to present the problems facing the Postal Service and businesses is to take the students on a field trip to the local post office. The Postmaster can accurately inform students of postal regulations and tips. Much of the extra postage cost incurred by businesses could be contributed to ignorance!
2. The articles stated above in Section One of Material Aids list many cost-cutting tips for the postal consumer. A few of these suggestions include checking the accuracy of mailing scales (nine pennies weigh exactly one ounce) and realizing that there is a different rate involved for the first ounce of a first-class letter than for additional ounces.
3. A good activity for the JET students may be to analyze the mailing procedures used by the school office and develop cost-cutting methods.

MOCK TRIAL NO. 1

OBJECTIVES:

1. Develop knowledge of the law as it pertains to business transactions.
2. Define business law terms as related to the particular case on trial.
3. Apply business leadership while preparing for and participating in the trial.
4. Develop skills needed by researchers, lawyers, and witnesses in trial procedures.
5. Develop pride in competing with other schools.

MATERIAL/ AIDS:

1. Aids from University of Arkansas School of Law.
2. Lawyers.
3. Videotape Equipment.

ACTIVITY: MOCK TRIAL RELATING TO BUSINESSES

Contact: University of Arkansas
School of Law
400 West Markham
Little Rock, AR

Provided by: Jacksonville High School Business Teacher

Ask for a copy of a Mock Trial that is used by the University of Arkansas Law School. The teachers should ask for a mock trial which relates to business, such as breach of contract, bankruptcy, trademark dispute, etc.

The law school organized the rules for the trial. It sends you the script which includes:

1. Participant in trial
2. Statement of facts
3. Statements of witnesses
4. Interviews of witnesses
5. Selected Arkansas Law relating to particular case
6. Mock Trial Competition Simplified Rules of Evidence
7. Judging sheets.

Each student was provided with his/her copy of the above script.

Jacksonville High School was asked by the law school if they would like to participate in Mock Trial Competition between Pulaski County and Little Rock schools. The students were definitely interested. There are three classes of Business Law at Jacksonville High School, so competition began among the classes to decide which class would compete against another school.

The law school was also gracious enough to contact lawyers who came to the school to help the students prepare for the trial. A lawyer served as judge for the competition.

Student roles were decided by class election. Most students were able to participate in the role they wished to have. A bailiff, clerk of the court, and stenographer were added. Research was conducted by students according to the role they played.

The Media Center was set up as a courtroom, and the three class trials were videotaped. The whole unit was a very good learning experience, but having it on videotape for viewing and discussion made it especially valuable. Students were able to watch themselves and also the other classes, and they could see how differences in presentation accounted for the three verdicts.

The class that presented the best case--prosecution and defense--went to the County Court House on Saturday and competed against another school with a judge presiding. Jacksonville High School's prosecution competed against another school's defense, while the defense competed against another school's prosecution.

The judges were impressed with the ability of the Jacksonville High School students. The trials were an excellent learning experience for the students. The competition was taken seriously, and the enthusiasm of the students was exciting.

MOCK TRIAL NO. 2

OBJECTIVES:

1. Develop knowledge of the law as it pertains to business transactions.
2. Define business law terms as related to the particular case on trial.
3. Apply business leadership while preparing for and participating in the trial.
4. Develop skills needed by researches, lawyers, and witnesses in trial procedures.
5. Develop pride in competing with other schools.

MATERIAL/ AIDS:

1. Aids from University of Arkansas School of Law.
2. Lawyers.
3. Videotape Equipment.

ACTIVITY: MOCK TRIAL RELATING TO BUSINESSES

Jacksonville High School was not able to obtain the aid of the University of Arkansas Law School the second year of Mock Trials in Business Law.

The law school sent us the trial script which included:

1. Participants in trial.
2. Statement of facts.
3. Statements of witnesses.
4. Interviews of witnesses.
5. Selected Arkansas Law relating to particular case.
6. Mock Trial Competition Simplified Rules of Evidence.
7. Judging sheets.

Each student was provided with his/her copy of the above script. The teacher made a stencil and ran off the copies.

Local lawyers were willing to come to class to aid the prosecution and defense in their presentation. They also shared books on opening and closing statements. Copies were made and distributed to the students. Several lawyers were contacted by students. The lawyers were always willing to help. One lawyer (who has served as a judge) on trial day was the judge for all classes. He made the judgment and decision on which prosecution and which defense conducted the best presentation of the case.

The Media Center was set up as a courtroom, and the three class trials were videotaped. The whole unit was a very good learning experience, but having it on videotape for viewing and discussion made it especially valuable. Students were able to watch themselves, and also the other classes, and could see how differences in presentation accounted for the three different verdicts.

The Mock Trials were excellent learning experiences for the students. The students were serious, enthusiastic, and became very much involved in the court-trial system.

For a copy of a Mock Trial, contact the University of Arkansas, School of Law, 400 West Markham, Little Rock, Arkansas.

Note: The law school can be very helpful, but a teacher and students can make the trials a success. All the students need is a local lawyer who is willing to help the classes and a teacher who is willing to try something exciting and new.

DRAMATIZING BUSINESS LAW

OBJECTIVES:

1. Acquaint students with the basic principles of business.
2. Familiarize students with various legal procedures.
3. Stimulate thought and discussion.
4. Encourage students to take an active part in the classroom program.
5. Dramatize and make more vivid certain problems, principles, or situations.

MATERIAL/ AIDS:

1. Cordell, Christobel. Dramatizing Business Law. J. Weston Walch, Publisher, Portland, Maine, 1978.

ACITIVITY: PROVIDING MOTIVATION AND ENTHUSIASM FOR THE JET CLASSROOM

Dramatizing Business Law is divided into three sections. Roles in these dramatizations can be assigned to students of either sex except in cases where the sex of the character is pertinent to the problem.

Section I consists of eight complete dramatizations designed to be used for assembly programs, club meetings, PTA programs, or classroom use. They are intended to dramatize the value and importance of business law, as well as some of its basic principles.

Section II consists of nearly fifty brief skits designed for classroom use. These skits may be used to introduce various units in the business law course, to test students' knowledge of units that have been studied, or to reinforce legal vocabulary.

Section III includes additional ideas for dramatizing business law.

All dramatizations have been planned for classroom use and require no special costumes or scenery. If any of the scripts are used for assembly programs or public presentations, they can be made realistic by the use of a few simple props.

CAREER OPPORTUNITIES

OBJECTIVES:

1. Develop skills in finding information by using the various library facilities, companies, etc.
2. Demonstrate the ability to interview and observe a person in the career of his/her choice.
3. Analyze career opportunities in the field of their choice.
4. Develop skills in writing reports.
5. Develop ease when speaking before a group.
6. Inform class members so they can become aware of the opportunities, duties, requirements of various careers.

MATERIAL/ AIDS:

1. Library facilities.
2. Interview checklist.
3. Outline for the report.

ACTIVITY: CHOOSING A TENTATIVE CAREER CHOICE

This career research and speech project gives the students the opportunity to follow-up their career studies. They have the opportunity to obtain further information regarding the careers in which they are most interested.

Students have four weeks to work on these projects. The class members visit the library for two days to initiate them into the research of their careers. They are given an outline to follow for the written report.

Students are responsible to find employees of their career choice. The student must make an appointment with an employee for an interview. During the interview, the student will be able to acquire more information about the particular career. It is very interesting for the student to visit the place of work. The interview is also a part of the written report.

At the end of the four weeks, students will give a speech before the class telling of their career choices and give highlights of the interviews. The students should have visual aids to share with the class. They will turn in to the teacher their report, visual aids, and notecards.

PART H

SPECIAL PROJECTS

COMPUTERIZED BUSINESS GAMES

MESSAGE FROM THE DEPARTMENT OF EDUCATION

During the past decade, many business people became alarmed about some serious threats to the nation's business community and the free market system under which it operates. These threats were partially produced by the appalling lack of correct information--and the alarming amount of misinformation about businesses and how they function--that reaches the American people. National surveys indicated that the U.S. public believed the average company made twenty-eight cents profit from every dollar of sales after taxes. Actually, around four cents is more accurate.

Articles began to appear in national publications encouraging business people to tell their true story and for educators to teach the concepts of private enterprise in their educational programs.

In various part of the nation, business people and private foundations endowed chairs to leading colleges and universities to teach economic and private enterprise education. At state and national meetings of business educators, more emphasis began to be placed on the importance of teaching young people more about the American economic system. A national business student organization of 200,000 members, Future Business Leaders of America--Phi Beta Lambda, Inc., adopted as one of its goals, "to create more interest in and understanding of the American business enterprise."

In this atmosphere, the time was right for computerized business games for high school students to be developed in Arkansas. For this concept to be successful, the cooperation of three groups of people was necessary. A business with a vision and a sincere interest in educating young people about business and private enterprise was responsible for bringing these people together. Arkansas Power and Light Company worked with the Economics and Business Administration professors at the University of Arkansas at Monticello to develop the program for the computer. The Arkansas Department of Education recruited high school business teachers and their students to play the game, and staff members of the Business Education service area have been active in the development of the games.

Since the inception of the Computerized Business Games, business teachers have recognized that these activities were an excellent way to teach advanced business and management procedures to high school students. The excitement of the game and the highly motivational factor for student learning and participation are a large bonus.

To the innovative and brave pioneers who developed the leadership to make this program successful, we applaud you! Without the concept, ideas, guidance, and encouragement, as well as financial assistance, from the fine people at Arkansas Power and Light Company, there would have been no games.

Without the expertise, dedication, and hard work of the University of Arkansas at Monticello professors, there would be no games. And business teachers and students, how can we thank you enough! You are to be commended for the excellent way in which you have played the games and for the state and national recognition you have brought to Arkansas through your participation. If your students have gained a better understanding of the American business enterprise and are better equipped to become the business leaders of the future, then all of the time spent by business people and educators to develop this program has been well worth the time and effort.

CLASSROOM MANAGEMENT OF THE GAME

Various ways have been devised to incorporate the computerized business games into the classroom activities. There is no method that can be recommended as being the best one because even the teachers seem to vary their own method from year to year. One thing that seems to be mentioned by all the teachers as highly desirable is student interest. Many teachers will set a limitation on the number of team members, while others will involve an entire class.

Since teachers are continually seeking ways to involve more students in the participation, one teacher developed an ingenious strategy. Two students from each of her five accounting classes were elected to serve on the Board of Directors of the newly formed company. After a brief orientation each week and a careful study of the previous week's computer printout, each class would make its decisions. The elected officials of each class would meet after school in a regular board meeting to make the final decisions that would be fed into the computer. Needless to say, some heated discussions took place before the final decisions were made. The arts of compromise and persuasion were developed. Board members had to answer to their classmates when decisions were changed from their original ones. In some instances, the Chairman of the Board had to become decisive, firm, and declare the decision that would be used--an excellent way to emphasize that the "boss" has the final authority.

Because of the need for better management skills which are being developed in the Junior Executive Training programs, the Computerized Business Games are considered an important component of the progran. These programs receive vocational funds if the equipment and curriculum meet specified guidelines.

When possible, teachers have tried to provide time for their team to meet during free time at school. When questioned about the methods used to play the game at Nettleton High School in Jonesboro, Arkansas, Mrs. Bobby Timmerman replied: "Team members were selected on a volunteer basis. After explaining to the various students enrolled in the business classes the objectives of the game and when the team members could meet, volunteers were asked to come by at their convenience and sign up.

We tried to limit the team to no more than ten. Usually about five to eight signed up. Since class time was not used for the meetings and they had to meet on their free time, this limited the number who wished to participate. But likewise, by having them come in and meet on their time, only students who were really interested in participating signed up. This gives a little more quality to the playing of the game."

"We did review the outcomes and standing briefly in my Business Education class. Their progress was reported weekly in our school newspapers so other students were aware that an organization existed. Local business people were used in a very limited way. Several would talk informally with the students and give them new ideas."

"Students who play the game are very enthusiastic and can't wait to get the mail on Fridays. It is strictly the students' decisions, and they are left entirely on their own after I give them a brief orientation. Usually, we have a couple of sophomores or juniors on the team so that they can come back the following year and help train the new team members."

When included as a classroom activity, these are the classes that are most commonly used:

1. Junior Executive Training
2. Accounting I
3. Accounting II
4. Simulated Office Procedures
5. Business Law
6. Intensive Office Laboratory

Several teachers have enlisted the assistance of business leaders in the community. When located in college towns, the college economics or management instructors are often called for assistance. Materials such as the Annual Stockholders' Reports are obtained from local companies or by mail from larger companies in other cities and even out of state. These materials are especially useful for resource ideas when it is time to prepare the biennial stockholders' report. The preparation of this report can be done in a classroom setting utilizing the assistance of other students, such as in typewriting classes, as a special report. Also, the oral presentation to the stockholders may be practiced as a class project, during free time at school, or even after school if this is the time that best fits into the teacher's and team members' schedule.

Even though a variety of methods have been found successful in implementing the Computerized Business Games, one area has the common agreement of all teachers. Never has motivation run higher in any classroom learning situation than the time of day each week when the students are waiting for the mail which delivers the computer printouts.

It takes a special amount of effort and time to manage the business games. The teachers and students who have participated will agree that it <u>can</u> be done!

INTRODUCTION TO THE STUDENTS

You are about to take part in managing a large manufacturing company as a member of top management. Your firm is one of several in an industry. Total sales of all the firms run about $300,000 per year. It is a highly competitive industry where each firm must constantly strive to keep its place in the market. To do this, each firm must work hard to offer customers a better product at a lower price than its competitors. This means that each management team must be alert, competent, aggressive, and willing to learn from experience.

In playing the game, the team functions in three fundamental areas of management: marketing, production, and finance. From this you gain valuable experience and insight into the economic realities faced by management in performing these functions. You will also gain an appreciation for management principles and how they are universal in their application.

Your firm is in a consumer goods industry selling one product. The nature of the product is specified for your industry at the beginning of the game. It is a technically complex product that has a year-round demand but is also moderately seasonal. Your task, as management, is to produce and sell your product in competition with the other firms in a way that promotes the long-run interests of your stockholders, creditors, customers, workers, the government, and the community in which they are located. To successfully perform this task, management must adequately perform all of its functions. These functions can be summarized as: planning, coordinating, and control.

In our "game" most of the emphasis is on planning. In performing these functions managers make decisions. Your success depends upon how good the decisions are in terms of results. How to make good decisions is discussed further on in this manual. Here, it is enough to say that, in business, the market is the ultimate test of the quality of your decisions.

In the real world, operating efficiency depends upon how sound management's plans are and upon how well workers and customers respond to those plans.

Worker efficiency means steady production made possible by well-maintained facilities and by efficient production techniques. These facilities and techniques must come from properly budgeted production, maintenance, and research and development expenditures.

At the other end of the process, sales respond to a well-advertised, good-quality product that is competitively priced. This ideal sales situation comes from properly budgeted marketing and research and development expenditures, and also from an optional unit-selling price.

In our management game, all these above responses are simulated on the computer that is programmed to correspond to "real world" responses.

While only a few of the many variables affecting a firm's success are simulated in this game, they are the most basic ones. The result is a realistic experience that approaches the "real world" environment in which management functions. It should prove a rewarding experience for you in terms of personal satisfaction and give you an insight into the world of big business.

TEAM OBJECTIVES

A primary goal of the Computerized Business Game is to reinforce the concept of "Management by Objectives" (MBO). The objectives of this game are not determined for you; they are determined by the management of each firm. Generally, each team will decide on several objectives, giving one more importance than the others. For example, the Board of Directors of one firm might choose as its primary objective growth in its share of the market, with product quality improvement and lower prices as secondary objectives. Another firm might select as its primary objective paying large, steady dividends, with expansion of its market and lower prices as secondary objectives.

There are several factors to consider in setting objectives. Some of these are discussed below:

Responsibility to Customers

Customers expect a product of good quality at a fair and stable price. The research and development that the firm does serves to maintain and improve the quality of its product.

Happier Workers

Workers of a firm have a right to expect good pay and good working conditions, along with a reasonable amount of job security. These expectations can best be realized in a firm that maintains steady, profitable growth in the market and produces at a relatively uniform rate so that a stable labor force can be developed.

Satisfied Stockholders

Stockholders invest their money in a firm with the expectations that their investment will yield them steadily rising dividend payments and stock that increases in value over the years. To meet these expectations, a firm must grow and increase its profits steadily over the years. Irregular and fluctuating dividends tend to create stockholder discontent and make it harder to get new capital investments for plant expansion.

Community Membership

The firm is a member of the community in which it is located. The other members have a right to expect it to promote community interests. It contributes to this role by paying taxes and providing employemnt to workers who are also members of the community.

DECISION MAKING

In the business world, as in our personal lives, future events affect the outcome of decisions made by management. Since there is no way to foresee what will happen in the future, decisions must be made without any certainty of the results of these decisions. Management reduces the risk of making wrong decisions by using logic based on sound principles of marketing and production and in using knowledge of past events as a guide in predicting what will happen in the future. In general, successful managing comes from careful, logical analysis and the willingness to learn from experience.

The management game introduces the student to decision making with limited knowledge of market conditions and uncertainty about future events. The game also gives the student experience in employing strategies and counter strategies in a competitive industry. This can be the most interesting and challenging part of the game.

Each team makes decisions affecting the operation of its firm during each quarter year. These decisions are: (1) product price; (2) marketing budget; (3) research and development budget; (4) maintenance budget; (5) production schedule; (6) added investment in plant and equipment; (7) raw materials budget; and (8) dividends paid. Some of the things a student should know that affect these decisions are explained in The Computerized Business Game Handbook.

PLAYING THE GAME

Trial Runs

Before beginning the actual competition, each team will complete two trial runs. This practice is provided so that you may get the feel of the game.

Each team will make decisions for two quarters--each team starting from the same position. After these two quarterly results have been processed, the computer returns the teams to the initial starting position. (A sample decision sheet corresponding to the sample output has been included.)

Game Decisions

After the decisions for the two trial runs have been made and the results are evaluated, the game begins. The game will ordinarily run for eight quarters, so you will be making eight more decisions.

Your first quarter decisions can only be based on your analysis of the two trial runs. From here on, though, they should be made after you have received and analyzed the results from the previous quarter.

JUDGING

After completing the decision-making phase of the game, each team is judged on its:

1. Oral presentation of the stockholders' report
2. Written presentation of the stockholders' report
3. Rate of return

A point score is assigned for each of these categories. The winning team in a particular category is assigned the maximum score for that category and the remaining teams are scored by their ranking relative to the winner. The team accumulating the most total points is declared the overall winner.

Judging the winner on the basis of the rate of return is simple. The team achieving the greatest rate of return is clearly the victor in this category. However, judging the written and oral reports is not that simple. A panel of judges reads and grades each written report. This same panel of judges auditions the oral reports. They score the teams on their poise and business expertise and on their response to the judges' questions.

The judges are guided in their grading of the reports, both written and oral, by standardized evaluation forms. Examples of these forms are given in the handbook.

THE COMPUTERIZED BUSINESS GAME HISTORY

The Computerized Business Game began as a vision of an Arkansas Power and Light Company executive, Jerry L. Maulden, in the spring of 1972. The executive, while reading an article about college-level management games, conceived the idea of modifying the management games to the high school level.

Mr. Charles L. Steel, presently Vice President of Public Affairs, developed the idea into a unique educational program with the assistance of C. R. Sawrie, presently Manager of Market Planning. Mr. Sawrie worked

out the details for the first "game" with a faculty member of the University of Arkansas at Monticello, Mr. Glenn Bell, and the head of the Business Administration Department, Mr. Kermit Moss.

An Advisory Committee was established to provide input into the selection of schools and other administrative matters.

From the beginning the "game" has operated as a partnership effort on the part of industry and education. Arkansas Power and Light has funded the program. The University of Arkansas at Monticello has provided the expertise, and the State Department of Education has selected the schools to be invited to participate annually.

The first game, which was conducted in the fall of 1972, was an exploratory effort to enable the sponsors to ascertain the value of the concept. Six high schools participated in the initial game. Their product was an electric can opener. The "game" consisted of weekly decisions involved in manufacturing process. Winners were determined based upon their rate of return.

The second game was moved to the spring of 1974 by mutual consent because of conflicts with the fall sports programs. The second year found numerous refinements in the program, an expanded Advisory Committee, and a 50 percent increase in the number of participating schools. An essential element to the "game" that was to provide the momentum to bring it to national attention was enthusiasm. The game concept matured into a series of weekly decisions, a written Biennial Report, and an oral Stockholder's Presentation held on the University of Arkansas at Monticello campus. A banquet was also added to honor game participants and advisers.

The third Computerized Business Game was one of rapid expansion. Participating high schools doubled and were formed into two industries of nine teams each. Additionally, the Advisory Committee requested that certificates be prepared for recognition of the game winners. The awards-day activities at Monticello, with the concluding awards banquet, became firmly established as the highlight of the "game." Many teams began taking advantage of the University's generosity of free dorm rooms for participants on the night before the Stockholder Presentation. A pre-game dinner was arranged to familiarize teachers with game-decision making.

Certificates awarded to game participants and winners were: (1) each teacher-adviser; (2) each game participant; and (3) the first; second; and third-place in each industry.

The fourth year was one of stabilization and refinement after three years of rapid and impressive growth. Mrs. Tommie Butler joined the Advisory Committee as the Department of Education representative. Her enthusiasm and interest in the "game" have been motivating forces in its national recognition. The Advisory Committee decided to limit the number of participating high schools to eighteen due to restraints of collecting the weekly decisions, as well as to the requirements of the computer program. Again, a pre-game luncheon was arranged prior to the start of

decision making to acquaint new teacher-advisers with game skills. At the request of the Advisory Committee, two more certificates of recognition were added for each industry: (1) outstanding Stockholder Presentation and (2) outstanding Biennial Report

The fifth year of the Computerized Business Game was one of further refinement and improvement. The pre-game luncheon with its accompanying orientation program was revised into an indepth two-day workshop on the Monticello campus. The Business Department faculty coordinated the activity and presented the various aspects of management-decision making for the teacher/advisers in attendance. They chose as their product an electric hand-held blow hairdryer.

The sixth year was again one of growth and change. Again a workshop was held for teacher-advisers prior to the game on the Monticello campus. At the request of the Advisory Committee and advisers participating in the workshop, an additional recognition certificate was added. A certificate recognizing the Outstanding Rate of Return was added for the winner in each industry. Due to increased interest, participating schools increased to twenty-one, composed of three industries of seven each. They chose to manufacture T-shirts.

The seventh year was one of consolidation and refinement of the Computerized Business Game. The original handbook used by students and teachers was completely revised with a new format. Its introduction met with an enthusiastic response from the teacher-advisers because of its expanded instructions and helpful hints for improved managerial decision making. Again, a workshop was offered for teacher-advisers prior to the game's commencement.

A copy of the current issue of the Computerized Business Games Handbook can be obtained by Arkansas business teachers by writing to this address:

Manager of Education/Youth Services
Arkansas Power and Light
P.O. Box 551
Little Rock, AR 72203

Details in the book include an explanation of the eight decisions to be made each week for a total of two practice weeks and eight game weeks. Each week represents a quarter's activities for the corporation. Additional details are given for each of the three areas of competition:

1. Rate of return
2. Stockholders' Report (Oral Presentation)
3. Stockholders' Report (Written Presentation)

Subsequent years have seen additional interest and excitement generated throughout the State of Arkansas. Future plans include a regionalization

of the game, whereby separate games could be played in each of the five FBLA regions. It is suggested the regional overall winners could then have a "play-off" and a state winner could be declared. An exciting finale for the year could be to have the play-off during the FBLA State Leadership Conference, and the grand winners announced at the Future Business Leaders of America Awards Assembly before the 1,600 delegates and advisers.

Throughout the history of the Computerized Business Game in Arkansas, national attention has been directed toward this innovative concept of stressing free enterprise in public schools. Numerous inquires are received annually from educators and industry concerning a start on a similar program. National trade publications have selected this concept as innovative and have encouraged readers to inquire. Additionally, Mrs. Tommie Butler has co-authored an article with Mr. Joe Musick, which received coverage in a national education journal. Mrs. Butler has also written other articles and items about the success of the game.

What an exciting way to teach management-decision making and realistic concepts about the American business enterprise!

FINAL PROJECT FOR JET

Note to Instructor:

The instructor must study this project carefully before the beginning of the school year since plans to complete this project should be explained the first week of instruction. This project must be completed by each student on an individual basis.

Textbook:

Business Principles and Management, South-Western Publishing Co.

Student Information Sheet:

ESTABLISH YOUR OWN BUSINESS

The fact that you are studying this course is an indication that you expect to be employed in business. There is also a possibility that you will eventually have a managerial position in business or that you may eventually own and operate your own business.

1. Select the kind of business in which you are interested and in which you think you would like to work and one that you would like to own and operate if you had the opportunity in the future.

   Obtain a loose-leaf notebook and begin assembling materials to construct an operational manual for the business that you have selected. The first part of your project deals with Chapters 1, 2, and 3.

   Step 1 - Select a business and give your reasons for selecting it. Develop the name, logo, and letterhead.

2. This part of your project will deal with both Chapters 4 and 5.

   Step 2 - Select the type of legal organization (sole proprietorship, partnership, or corporation) that you consider best suited to the type of business you plan to enter or to operate. Give your reasons for selecting this type of organization. Draw up a partnership agreement if you have selected a partnership, or an application for incorporation if you have selected a corporation form of organization. Consult your teacher if you have questions.

3. Make a study of the channels of distribution through which you will receive your goods from the time of raw materials until the goods reach you in final form. Consult Chapter 8 for examples.

   Step 3 - Prepare a distribution plan for the products that you intend to sell. Drawings will be helpful in this part of your project.

4. From the information in Chapter 9 and from any other supplementary materials, establish a pricing policy.

   Step 4 - When you establish a pricing policy, include margins, mark-ups, and markdowns for the merchandise you plan to sell.

5. Determine your merchandising policies and procedures from Chapter 10.

   Step 5 - Includes sales promotion, getting the business started, services that you will offer, specific policies concerning merchandise returns, and your policy relating to hours of operation.

6. Make a complete advertising plan for the business that you have selected.

   Step 6 - Indicate the types of advertising you plan to use, the frequency, the schedule, and the cost. Consult Chapter 11.

7. Make a study of possible locations for your business; then choose the best location.

   Step 7 - Draw a map of the location, including nearby businesses, and give your specific reasons for selecting the location.

   Make a detailed list of the equipment that will be needed in your business and make a drawing of the building, placing the equipment where you think it should belong. The outline of each piece of equipment should be drawn to the same scale as the layout of the building. With your list of equipment, include the cost of each item. Refer to the book, How to Organize and Operate a Small Business, Chapters 7 and 8.

8. Every business must start an account with a local bank. See Chapter 15.

   Step 8 - Select a bank and obtain the forms necessary for opening an account, making a deposit, and applying for a loan. Fill out one of the bank's deposit tickets and complete a form requesting a loan from the bank.

9. Every business, even a retail store, has office problems.

   Step 9 - Draw a layout of the office for the type of business you have selected. Make a list of the work that should be performed, indicate who is to be responsible for the work, and make a list of the equipment and supplies needed, including their costs. Indicate in what part of the building the office is located and the reasons for locating it there. Consult Chapter 24.

10. A plan indicating job positions, job descriptions, salaries, and wages is needed.

    Step 10 - Make a list of the employees that you will need in your business. Indicate the wages and salaries that you would expect to pay each employee and the methods that you will use in making these payments. Also, list any types of fringe benefits that you plan to offer your employees. See Chapter 22.

    Set up a plan for selecting, hiring, and training employees. Include what you would plan to be included in an employee's manual. (See instructor) Enclose a copy of the application for employment of your business.

    Draw an organizational chart showing the duties and responsibilities of all persons. Consult Chapter 24.

Additonal Information:

Your text can be used to write the project, but you can find additional material in your high school library. Your instructor has some literature on Small Business Administration, as well as many reference materials.

Due date for this final project is May_____.

Obtain as many forms, drawings, or illustrations as possible. This will greatly improve the quality of your project.

This project will be given considerable weight in arriving at the final grade for this course.

Developed by:
Joey Jones, Bentonville

ADDITIONAL SUGGESTIONS FROM A FORMER JET TEACHER

Mr. Joey Jones
Director of Personnel Placement and Relocation
Wal-Mart Stores, Inc.
Bentonville, Arkansas

A BRIEF SUMMARY OF SELECTED UNITS OF INSTRUCTION

(Note: Microcomputers were not available when Mr. Jones taught his JET class. During a recent interview, Mr. Jones indicated that computer training should definitely be added.)

1. Investments - (materials from New York Stock Exchange, 11 Wall Street, New York, NY 10005. (No Charge)

   Usually, I spend three to four weeks on this unit. Students simulate a $1,000 purchase of stock and keep portfolio, graphs, etc. Toward the end of the unit, each student writes to the company in which he/she has simulated an investment, requesting materials such as the company's annual report, history, development, and organization. These materials will be mailed to the students at the school's address. Later, a term paper must be written on the company. Students will include graphs of company's stock growth, so it is important for students to follow the stock report daily in the newspaper.

   Each student in the class invests $1. When on a field trip to the stockbroker's office, the committee decides how to invest the money. Usually, they purchase from one to five shares of one company. At the end of the school year, the stock is sold and the profit, if any, is shared by the stockholders.

2. Parliamentary Procedure (materials from Suggestions for Teaching Parliamentary Procedure in the Business Education Class and Robert's Rule of Order, Newly Revised.)

   Two weeks - first week is spent learning basic procedures and second week performing according to FBLA competative event rules.

3. Public Speaking and Human Relations (materials from the Dale Carnegie Course in Effective Speaking and Human Relations, 26th Edition.)

   Two weeks - usually students give one- and two-minute speeches. A vote is taken to determine the best speech, most improved, and special award from the class.

4. Telephone Techniques - (materials from Southwestern Bell Telephone Company, Little Rock, Arkansas.)

5. Employment - Interviews, Appearance, Resumés, Application Forms - (materials gathered from many sources such as How to Find a Job and The Job You Want. Many other sources are available.)

   Students must complete a perfect letter of application and resumé. They visit the Personnel Department at Wal-Mart, Inc. Later, the assistant personnel manager comes to class to comment on their applications; then he/she interviews three students while class members observe.

6. Insurance - (materials from Applied Business Law, South-Western Publishing Co., J. Weston Walch, American Council of Life Insurance, 1850 K Street, N.W., Washington, D.C. 20006. (Free.) Includes information on life, automobile, and personal property insurance.

7. Memory Training - (materials from Dale Carnegie Course in Effective Speaking and Human Relations, 26th Edition.)

   Introduces peg system and covers following topics: Remembering names, The Little Recognized Secret of Success, and How to Make our Listeners Like Us. This training will develop courage, confidence, and leadership, as well as improve the memory.

   Also, Earl Nightingale tapes are excellent materials to work into this unit.

8. Computerized Business Game

9. Notehand - (materials from Zinman's Rapid Writing EZ ABC Shorthand, 55 Inwood Avenue, Point Lookout, Long Island, NY 11569.)

   Four weeks allowed in class to develop speed in taking notes. Twenty-two lessons are included. Speeds can be built up to 80 wpm by some students. Young men are especially excited about this method of writing shorthand.

10. Business Machines - (use regular materials from publishers and manufacturers of equipment.)

    Brief instruction on 10-key, electronic calculator, photocopier, fluid and mimeo duplicating, electric typewriters, dictating, and MTST. Rotate so students can have two or three days on each.

11. Wallstreet Journal Assignment - Critique five articles from the Wallstreet Journal. (Three of these critiques from the Nation's Business may be optional in place of Wallstreet Journal.

    Select articles dealing with stocks, companies, industries, the stock market, and the economy. First, read the articles; then give a summary (discuss the meaning, especially as they relate to the stock market's activity.) Next, give your reaction and theorize on its probable future effect on the stock market and the economy.

Use one-page minimum for the summary and use one page on student reaction. Critiques may be typed or handwritten.

12. Business Simulation - (Serendipity, Inc., South-Western Publishing Co.)

Use what time is left at end of year, usually three or four weeks. When senior activities and end of school activities make it hard for class instruction, this is the ideal time to set up the business.

All other instruction comes from the two texts used in the course: Applied Business Law and Business Principles and Management. Various topics can be used in both of these, and the amount of time spent depends on each individual class and its progress. Be sure to include Law - Chapter 4: "Law and the Consumer." Information should be given about the Better Business Bureau. Students enjoy studying about consumer protection. Students must give a class presentation on one article which they have read from Consumer Reports. Also, they do a portfolio on "How Advertising Affects the Consumer." Various practice sets may also be used.

MANAGEMENT LEADERSHIP SEMINAR

Used by Mr. Joey Jones
Director of Personnel Placement and Relocation
Wal-Mart Stores, Inc.
Bentonville, Arkansas

Note: The teacher could use this material to develop an excellent enrichment project.

I. THE LAW

A. CIVIL RIGHTS ACT - regulates employment practices of employers.

It is an unlawful employment practice for an employer to fail or refuse to hire or to discharge any individual or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment because of such individual's race, color, religion, sex, or national origin.

B. EQUAL PAY ACT - says:

It is unlawful for an employer to discriminate by paying wages to employees of one sex at a lower rate than paid the opposite sex for equal work on jobs, and which are performed under similar working conditions.

C. ACT DISCRIMINATION ACT - is applicable to all persons who are at least 40 years of age but less than 70 years of age.

It is unlawful for an employer to fail or refuse to hire or to discharge any individual or otherwise discriminate against any individual with respect to compensation, terms, conditions, or privileges or employment because of such individual's age.

II. YOUR DIRECT RESPONSIBILITY

A. Under no circumstances will any member of management of this company willfully violate any portion of the Civil Right Act or other governing laws.

B. It is unlawful to discriminate in hiring, firing, promotion, transferring, compensation, benefits, training, terms, conditions, or privileges of employment.

C. Personal preferences or prejudices may not accompany you inside the company. Do not tolerate any act of discrimination within your work center. To do so gives the impression the Wal-Mart condones them.

D. It is your responsibility to counsel and evaluate your associate's performance, attitude, ability, attendance, etc. Be honest, firm, and fair.

III. DO'S AND DO NOT'S OF INTERVIEWING

A.	Do treat all applicants fairly and equitable.	Don't stereotype any job as "man's work" or "woman's work."
B.	Do consider applicants based on their experience level, attitude, personality, ability, and trainability.	Don't ask questions that may have a disproportionate effect on minorities and/or women.
C.	Do describe fully the nature of the jobs, hours, performance standards, number of acceptable absences, responsibilities, and physical demands.	Don't refuse to hire anyone based on preferences or prejudices of current associates or clientele.
D.	Do set compensation rates based on experience level and job classification guidelines.	Don't assume that marital status or family responsibilities will affect employment.

IV. DEFENSE AGAINST DISCRIMINATION CHARGES

A. Documentation

1. WHAT happened
2. WHEN and WHERE it happened
3. WHO was involved
4. HOW you resolved the situation
5. WHY you took this action and WHEN
6. WHAT was associate's response

162

SPECIAL PROJECT IN TIME MANAGEMENT

The following materials have been provided for this guide by Ms. Mamie McCullough, President of Positive Life Attitudes for America. Ms. McCullough developed these ideas and strategies out of the necessity of managing her multifaceted life as a wife, mother, and a career person who travels around the nation conducting seminars and making motivational presentations.

After class discussions on these thirty-seven ideas for making better use of time, have the students devise a strategy for incorporating these concepts in their everyday lives.

TIME MANAGEMENT TECHNIQUES AND ORGANIZATION

1. Write it down: Make paper remember so you can forget.
2. Never dwell on failures, as you can do nothing about them and they use up valuable time.
3. Get satisfaction from every minute of the day, since all time is critical.
4. Never feel guilty about those things that you did not do or accomplish.
5. Revise your Goal Statements monthly to eliminate out-dated ones and add new ones.
6. Get rid of your television set.
7. Each day seek new techniques that can be used to gain time. Use other people's ideas--try it--you may like it.
8. Get up early each day and get a headstart on the day before other people begin.
9. Have a light lunch so you don't get sleepy and be nonproductive in the afternoon.
10. Evaluate all habits and eliminate those you don't need.
11. If you have to wait, use the time to relax. Plan or do something that you would have had to use other time for, ie., reading a page or two from a good book. Always have something in your possession to read.
12. Eliminate nonproductive activities as soon as you realize them.

13. Use wisely your time allotted for work.

14. Review Goal Statements daily and identify those activities necessary to accomplish each and do them.

15. Plan in the evening so you can get a good start on the next day's activities. (This is a good time to fill out tomorrow's "Six Most Important Things to Do" or "Daily Action Plan" sheet. Make a schedule for your entire day.) I have lost years--one minute at a time.

16. Keep your long-term goals in mind even when doing the most insignificant tasks. Never lose sight of your goals. (Car, kitchen, etc.)

17. Put up signs in your room, or wherever you spend time, reminding you of your goals. Carry your goals with you and review periodically.

18. Give priority each day to your activity lists and do your best to complete them quickly.

19. Reserve "open time" for targets of opportunity, last-minute decisions, etc.

20. Allow yourself diversity in your schedule so you will not get tired of your list of activities and reduce your efficiency or effectiveness.

21. Reward yourself for using your time wisely or accomplishing a goal.

22. Work smarter, not harder.

23. Do first things first.

24. Focus upon those efforts that have long-range benefits.

25. Think on paper.

26. Arrange your Daily Activity Lists in the order of their priority, and accomplish each item without skipping the more difficult ones. Don't put off activities until the next day unless you must.

27. Delegate as much as possible to others.

28. Be an active listener in all discussions.

29. Don't get bogged down in paperwork if you can keep from it.

30. Throw away any notes you don't need.

31. Never handle a piece of mail more than one time.

32. Don't waste time looking for things--have a place for everything.

33. Regularly devote some time to relaxation, and you will be more productive in your work.

34. Don't get upset about nonproductive time if it is outside your control.

35. Keep small talk to a minimum.

36. Devise a system. Analyze what needs to be done--then plan how to do it.

    1. Why is it necessary?
    2. Why in that place?
    3. Why at that time?
    4. Why by this person?
    5. Why in this manner?

    YOU WANT YOUR SYSTEM TO BE A TOOL, NOT A TYRANT.

37. Answer thank you's within twenty-four hours. (Write notes on correspondence to be answered in order to save time and to keep your thoughts straight.)

I AM BUILDING A GREAT AMERICAN

NAME _____ DATE _____

Six Important Things To Accomplish Today

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

I CAN BE A GREAT ONE

WEEKLY PLAN SHEET

NAME_____ WEEK OF_____

	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY	SATURDAY
MORNING						
AFTERNOON						
EVENING						

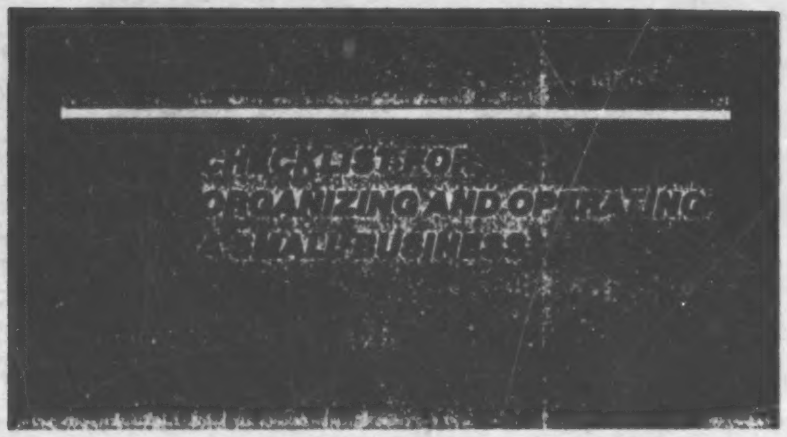
168

ORG-82

POSITIVE LIFE ATTITUDES For AMERICA • 13942 Omega at Alpha • Dallas, Texas 75234 • (214) 233-9191 "SEE YOU AT THE TOP!"

PART I

APPENDIXES



The following checklist should be completed satisfactorily before any person is ready to enter business as an entrepreneur. It follows the general plan and recommended procedures of this text. An important consideration for any prospective business owner is to plan carefully and to work out every major requirement for success *before actually starting the business.* It is not enough merely to read the text and to have good intentions of applying its recommendations as each need arises. Not only is there danger that some important matters will be overlooked unless this checklist is followed seriously, but once the business is in operation the pressure of daily work greatly reduces the likelihood that the best practices will be adopted and the best decisions made on all important questions.

The plan of the checklist is simple. Each topic is presented as a question intended to stimulate analysis concerning some important point. The question should be considered carefully and answered honestly and realistically. An affirmative answer to a question means that the topic has been considered and provided for to the best of the enterpriser's ability. When further attention to a topic is needed, an attempt to answer the question should convince the prospective business owner of this need and also suggest what further action is called for. Requirements thus discovered should be recorded and checked off as completed.

I. The Decision for Self-Employment

1. Have you rated yourself and had some acquaintances rate you on the personal qualities necessary for success as your own boss, such as leadership, organizing ability, perseverance, and physical energy?

Reprinted From: How to Organize and Operate A Small Business, Prentice-Hall, Inc.

2. Have you taken steps to improve yourself in those qualities in which you are weak but which are needed for success?
3. Have you saved money, made business contacts, taken special courses, or read particular books for the purpose of preparing yourself for business ownership?
4. Have you had training or experience in your proposed line of business or in one similar to it?
5. Are you *(a)* good at managing your own time and energy? *(b)* not easily discouraged? *(c)* willing to work harder in your own business than as an employee?
6. Have you estimated the net income from sales or services you can reasonably expect in the crucial "first two years"?
7. Have you compared this income with what you could make working for someone else?
8. Are you willing to risk the uncertainty or irregularity of your self-employment income during the early years of the enterprise?
9. Have you carefully considered and enumerated the reasons why you want to enter business on your own?

II. Buying a Going Concern

1. Have you checked the proposition against the specific warnings issued by Better Business Bureaus and other authorities?
2. Are the physical facilities in satisfactory condition?
3. Are the accounts receivable, inventory, and goodwill fairly valued?
4. Have you determined why the present owner wants to sell?
5. Have you compared what it would take to start a similar business of your own with the price asked for the business you are considering buying?
6. Has your lawyer checked to see that the title is good, that there are no liens against the business and no past due taxes or public utility bills?
7. Have you compared several independent appraisals of the business, arrived at by different methods?
8. If it is a bulk sale, have the bulk sale provisions of the Uniform Commercial Code been complied with?
9. Have you investigated possible developments, such as new shopping centers, new traffic patterns, or changes in zoning or parking regulations?
10. Have you talked with the company's suppliers, customers, competitors, banker, and other businesspersons in the area to see what they think of the business?

III. Justifying a New Business

1. Have you analyzed conditions in the line of business you are planning to enter? How well are similar business ventures in your community and in the rest of the country doing?
2. Have you prepared a customer "profile"? Do you know what kinds of people will want to buy what you plan to sell?
3. Are there enough potential customers in your trading area to support another business of your type?
4. If your business will be based on an entirely new idea, have you attempted to secure actual contracts or commitments from potential customers instead of merely getting their polite approval of your idea?

5. Have you discussed your proposition with competent advisers who are in different occupations or who have different viewpoints?

IV. Acquiring a Franchised Business

1. Have you viewed the franchise offer in terms of its economic justification or business potential?
2. Have you contacted personally several of the company's franchise holders to see how they like the deal?
3. Have you asked for a business responsibility report on the franchise promoter from your local Better Business Bureau or Chamber of Commerce?
4. Have you engaged the services of a lawyer to go over provisions of the franchise contract concerning territory, competition from other franchisees, renewal, termination, transfer, franchise fees, sales quotas, and other matters?

V. Selecting the Location

1. Did you compare several different locations before making your final choice?
2. Have you determined the number, buying habits, income level, and other characteristics of the people in the trading area?
3. Have you determined the growth potential of this area?
4. With regard to the business site, have you investigated possible developments such as new shopping centers, new traffic patterns, or changes in zoning or parking regulations?
5. Have you checked the zoning of your proposed business?
6. Have you arranged for legal counsel before signing the lease and any similar contracts?
7. Are you, and the members of your family affected, satisfied that the community in which you plan to locate will be a desirable place in which to live and rear your children?
8. If your proposed location is not wholly suitable, are there sound reasons (not merely your impatience to get started) why you should not wait and try to secure a more nearly ideal location?

VI. Providing Physical Facilities

1. Have you studied your proposed building with function, construction, and modernization in mind? If it is an existing building, is it adaptable to your type of business?
2. Will the building in its present or converted state meet local health, building, and other regulations applying to your business?
3. If the proposed building does not meet all of your major needs, are there any good reasons for deciding to use it?
4. Have you determined your equipment needs, and the cost of this equipment?
5. Have you considered the possibility, and the advantages and disadvantages, of leasing rather than buying fixtures and equipment?
6. Have you made a personal inspection of the physical plant of successful businesses that are similar to the one you plan to start?
7. Have you made a scaled layout drawing of your store or shop?

171

VII. Organizing and Staffing the Business

1. Have you determined your employee needs, and your wage and salary costs?
2. Have you developed an administrative or personnel organization plan?
3. Have you prepared job descriptions and specifications?
4. Have you considered all the factors for and against each legal form of organization?
5. If you plan to form a partnership, have you prepared a formal Partnership Agreement? If you will be incorporating, have you prepared the Articles of Incorporation and By-Laws?
6. In either case, have you sought the counsel of an attorney?
7. Have you checked the licensing requirement and fees for your type of business?

VIII. Financing the Business

1. Have you written down a complete, itemized list of all capital needs for starting your kind of business, including a fair allowance for operating expenses and your own living expenses until the business is able to support itself *and* provide a substantial reserve for the "one serious error" most business owners make during their first year of operation?
2. Have you prepared pro forma financial statements, including cash flow statements, for at least three years?
3. Have you discussed this financial prospectus with a banker and a successful business owner in your proposed field?
4. Have you used as a guide the standard operating ratios for your business in calculating your capital requirements?
5. If you plan to secure much of your initial capital from friends or relatives, are you *certain* that your business will remain free of "friendly" domination?

IX. Setting Up the Records System

1. Have you decided what records will be adequate for each division and need of your business?
2. Have you secured the necessary forms to enable you to start keeping adequate records from the first day of operation of the business?
3. Have you planned your record system so that appropriate use will be made of standard operating ratios?
4. Have you figured out how to keep your payroll records and take care of tax reports and payments?
5. Have you investigated the record-keeping system recommended by the trade association in your type of business?
6. Have you decided by whom each record needed will be kept?

X. Establishing the Business Policies

1. Have you written down the main provisions of your general and major policies?
2. Have you discussed your proposed policies with competent advisers to counteract the beginners' tendency to offer what *they* like and want instead of what their potential *customers* like and want?

3. Have you written down an adequate statement of the reputation you want your business to acquire with customers, suppliers, and competitors?
4. Have you made adequate provisions to ensure that your policies will be understood and enforced and that you will receive ample warning of the need for policy adjustments?

XI. Management and Leadership

1. Have you considered the way you will organize duties and responsibilities?
2. Have you made up a tentative plan or schedule to guide the distribution of your own time and effort?
3. Have you thought about how you would go about preparing standards, budgets, schedules, and other management aids as discussed in the text?
4. Have you provided some check on your own actions to ensure that you do adequate management planning before making commitments or important decisions covering future activities of the business?
5. Have you arranged to use periodically some checklist covering detailed activities regarding customer relations, maintenance, safety, or whatever type of activity will require close attention to details in your particular business?

XII. Insurance and Risk Management

1. Have you evaluated all the hazards to which your business will be exposed?
2. Have you determined the hazards for which you should provide insurance coverage?
3. Have you determined how much of each kind of insurance you should purchase, and the costs of this insurance?
4. Have you made allowances in your budget of estimated expenses for losses resulting from predictable, uninsured risks (such as shoplifting and bad debts)?
5. Have you considered the nature of the protective devices and precautionary control measures you will need to reduce the business risks you will face?

XIII. Personnel and Employee Relations

1. Will you be able to hire employees, locally, who possess the requisite skills?
2. Have you prepared your wage structure, and are your wage rates in line with prevailing wage rates?
3. If you plan to employ friends and relatives, are you sure you have determined their qualifications objectively?
4. Have you planned working conditions to be as desirable and practical as possible?
5. Are you certain the employee incentives you plan to use represent the workers' viewpoint rather than what *you* think they want?
6. Have you planned your employment, induction, and training procedures?

XIV. Procurement and Supplier Relations

1. Have you devised a plan or procedure for determining what your customers want?
2. Have you made a careful analysis to determine what major lines should be carried?
3. Have you contacted suppliers to determine their range of merchandise, prices, terms of sale, and special services, such as merchandising assistance, inventory planning aid, bookkeeping assistance, and store layout service?
4. Have you carefully analyzed the points for and against concentrating your purchases with one or a few vendors, taking into account your personal skill and ability as well as conditions in your line of business?
5. Have you given adequate attention to each of the fundamentals of buying, as discussed in Chapter 17, in making your plans for this function?
6. Have you investigated your field of business with reference to the existence of cooperative buying groups, and the advantages of affiliating with one of these groups?

XV. Inventory Control

1. Have you determined carefully what constitutes a *balanced* inventory for your business?
2. Have you recorded on paper the exact information you will need for effective inventory control?
3. Have you planned the best methods for securing this information?
4. Have you selected the most appropriate inventory control *system* to use?
5. Have you planned the best procedures to use for stock or stores keeping?
6. Have you listed the purposes and uses of the information you plan to secure from your inventory control system?

XVI. Pricing for Profit

1. Have you thought through the advantages and disadvantages of acquiring the price reputation you plan for your business?
2. Have you considered the probable reaction of competitors to your pricing practices?
3. Have you investigated possible legal limitations on your pricing plans?
4. Have you considered possible applications of price-lining to your business?
5. Have you decided on the formula or method you will use in pricing each class of goods and services?
6. Have you decided how and to what extent you will meet probable price competition?

XVII. Advertising and Sales Promotion

1. Have you analyzed your probable competition in connection with the direct and indirect sales promotional methods you plan to use?
2. Have you planned definite ways to build and maintain superior customer relations?

3. Have you defined your potential customers so precisely that you could describe them in writing?
4. Have you decided how you can measure and record the degree of success achieved with each sales promotion so that you can repeat the "hits" and avoid the "duds"?
5. Have you considered different features of your business that would be appropriate for special promotions timed to your customers' needs and interests?
6. Have you made a list of all the media suitable for advertising *your* business, with some evaluation of each?
7. Have you selected the most promising reasons why people should patronize your business, and have you incorporated them in plans for your opening advertising?
8. Have you made use of all appropriate sources in the preparation of a good initial mailing list?
9. Have you prepared an advertising budget?
10. Have you made plans for some unusual gesture of welcome and appreciation for all customers during the opening days of your business?
11. Have you planned how you can measure the effectiveness of your advertising?

XVIII. Credit and Collections

1. Have you carefully investigated the need for credit extension in your business?
2. Have you decided on your credit terms?
3. Have you weighed the advantages and disadvantages of joining a credit-card plan?
4. Have you planned specifically the various ways you will secure and use information obtainable from your charge account customers?
5. Have you made a personal investigation of the services and costs of affiliating with the local credit bureau?
6. Have you planned the basic procedures you will *always* follow before extending credit to any applicant?
7. Have you formulated plans to *control* all credit accounts?
8. Have you prepared a procedure for follow-up of delinquent accounts?

XIX. Production Scheduling and Control

1. Have you prepared a production control routine or "system" to suit your manufacturing or construction processes?
2. Have you anticipated future production requirements, and have you made plans for increasing the capacity of the plant as needed?

XX. Managing the Firm's Finances

1. Do you know what your "break-even" volume is?
2. Have you made an estimate of what your volume is likely to be during the early years of your business?
3. Have you investigated the standard systems of expense classifications used in your type of business and selected the most appropriate one for your use?
4. Have you determined what are usually the largest items of expense

for your type of business and made definite plans for controlling these expenses from the very beginning of the business?

5. Have you determined which, if any, expense items, though normally small for your type of business, very easily become excessively large unless carefully controlled *at all times*?
6. Have you prepared on paper a *flexible* expense budget for two or three different probable amounts of volume of business, including provisions for frequent operating expense reports to be compared with planned figures in your budget?
7. Have you determined the standard operating ratios for your field that you plan to use as guides?
8. Have you compared the expense of "farming out," or having certain activities of the business done by outside agencies, with what it would cost you to do the work yourself?
9. Have you set up a budget that estimates your need for cash in different months of the year?
10. Have you carefully considered your financial goals by preparing *pro forma* financial statements?

XXI. Regulations and Taxes

1. Have you ascertained from reliable sources all regulations that must be complied with in your business?
2. Have you checked the police, health, fire, and other safety regulations that apply to your business?
3. Have you provided for securing all information from employees required by law?
4. Have you obtained a Social Security number and IRS employer identification number?
5. Have you complied with regulations governing the use of a firm or trade name, brand names, or trademarks?

SBA Publications

SBA 115A

U.S. Small Business Administration
Office of Management Assistance

April 1980

Free Management Assistance Publications

Below is a list of SBA's free **MA**s (Management Aids), **SMA**s (Small Marketers Aids), and **SBB**s (Small Business Bibliographies). **MA**s and **SMA**s provide recommendations for handling management problems and tips on business operations. **MA**s are generally aimed at manufacturing businesses, **SMA**s at retail and service firms; however, many of both **MA**s and **SMA**s provide information of use to owner managers of all types of businesses.

SBBs list key reference sources for a variety of business management topics. These sources include books, pamphlets, and trade associations.

To get copies of the publications listed, check the titles you want and fill out the order blank below. New and revised titles are printed in bold type.

On page 2 of this pamphlet, you will find a breakdown of the publications by topic.

To receive copies of the available publications listed, **call toll free 800-433-7212 (Texas only call 800-792-8901)**, or check the titles desired, complete this order blank and return it to:

U.S. Small Business Administration
P.O. Box 15434
Fort Worth, Texas 76119

Name _____
(Please Print or Type)

Street _____

City/State/Zip _____

MAs

- ___ 170. The ABC's of Borrowing
- ___ 171. How to Write a Job Description
- ___ 178. Effective Industrial Advertising for Small Plants
- ___ 186. Checklist for Developing a Training Program
- ___ 187. Using Census Data in Small Plant Marketing
- ___ 189. Should You Make or Buy Components?
- ___ 190. Measuring Sales Force Performance
- ___ 191. Delegating Work and Responsibility
- ___ 192. Profile Your Customers to Expand Industrial Sales
- ___ 193. What Is the Best Selling Price?
- ___ 194. Marketing Planning Guidelines
- ___ 195. Setting Pay for Your Management Jobs
- ___ 197. Pointers on Preparing an Employee Handbook
- ___ 200. Is the Independent Sales Agent for You?
- ___ 201. Locating or Relocating Your Business
- ___ 203. Are Your Products and Channels Producing Sales?
- ___ 204. Pointers on Negotiating DOD Contracts
- ___ 205. Pointers on Using Temporary-Help Services
- ___ 206. Keep Pointed Toward Profit
- ___ 207. Pointers on Scheduling Production
- ___ 208. Problems in Managing a Family-Owned Business
- ___ 209. Preventing Employee Pilferage
- ___ 211. Termination of DOD Contracts for the Government's Convenience
- ___ 212. The Equipment Replacement Decision
- ___ 214. The Metric System and Small Business
- ___ 215. How To Prepare for a Pre-Award Survey
- ___ 216. Finding a New Product for Your Company
- ___ 217. Reducing Air Pollution in Industry
- ___ 218. Business Plan for Small Manufacturers
- ___ 219. Solid Waste Management in Industry
- ___ 220. Basic Budgets for Profit Planning
- ___ 221. Business Plan for Small Construction Firms
- ___ 222. Business Life Insurance
- ___ 223. Incorporating a Small Business
- ___ 224. Association Services for Small Business
- ___ 225. Management Checklist for a Family Business
- ___ 226. Pricing for Small Manufacturers
- ___ 227. Quality Control in Defense Production
- ___ 228. Inspection on Defense Contracts
- ___ 229. Cash Flow in a Small Plant
- ___ 230. Selling Products on Consignment

___ 231. **Selecting the Legal Structure for Your Business**
___ 232. **Credit and Collections**
___ 233. **Planning and Goal Setting for Small Business**
___ 234. **Attacking Business Decision Problems With Breakeven Analysis**
___ 235. **A Venture Capital Primer for Small Business**
___ 236. **Tips on Getting More for Your Marketing Dollar**
___ 237. **Market Overseas With U.S. Government Help**
___ 238. **Organizing and Staffing a Small Business**
___ 239. **Techniques of Time Management**
___ 240. **Introduction to Patents**
___ 241. **Setting Up a Pay System**
___ 242. **Fixing Production Mistakes**
___ 243. **Setting Up a Quality Control System**
___ 244. **Product Safety Checklist**
___ 245. **Exhibiting at Trade Shows**
___ 246. **Developing New Accounts**
___ 247. **Negotiating International Sales Contracts**
___ 248. **Can You Make Money with Your Idea or Invention?**
___ 249. **Should You Lease or Buy Equipment?**
___ 250. **Can You Use a Minicomputer?**

SMAs

___ 71. Checklist for Going Into Business
___ 118. Legal Services for Small Retail and Service Firms
___ 119. Preventing Retail Theft
___ 123. Stock Control for Small Stores
___ 126. Accounting Services for Small Service Firms
___ 129. Reducing Shoplifting Losses
___ 130. Analyze Your Records to Reduce Costs
___ 133. Can You Afford Delivery Service?
___ 134. Preventing Burglary and Robbery Loss
___ 135. Arbitration: Peace-Maker in Small Business
___ 137. Outwitting Bad Check Passers
___ 140. Profit By Your Wholesalers' Services
___ 141. Danger Signals in a Small Store
___ 142. Steps in Meeting Your Tax Obligations
___ 143. Factors in Considering a Shopping Center Location
___ 144. Getting the Facts for Income Tax Reporting
___ 146. Budgeting in a Small Service Firm
___ 147. Sound Cash Management and Borrowing
___ 148. Insurance Checklist for Small Business
___ 149. Computers for Small Business — Service Bureau or Time Sharing?
___ 150. Business Plan for Retailers
___ 151. Preventing Embezzlement
___ 152. Using a Traffic Study To Select a Retail Site
___ 153. Business Plan for Small Service Firms
___ 154. Using Census Data to Select a Store Site
___ 155. Keeping Records in Small Business
___ 156. Marketing Checklist for Small Retailers
___ 157. Efficient Lighting for Small Stores
___ 158. A Pricing Checklist for Small Retailers
___ 159. Improving Personal Selling in Small Retail Stores
___ 160. Advertising Guidelines for Small Retail Firms
___ 161. Signs and Your Business
___ 162. Staffing Your Store
___ 163. Public Relations for Small Business
___ 164. Plan Your Advertising Budget
___ 165. Checklist for Profit Watching
___ 166. Simple Breakeven Analysis for Small Stores
___ 167. Learning About Your Market
___ 168. Store Location: "Little Things" Mean a Lot
___ 169. Do You Know the Results of Your Advertising?
___ 170. Thinking About Going into Business?

SBBs

___ 1. Handicrafts
___ 2. Home Businesses
___ 3. Selling by Mail Order
___ 9. Marketing Research Procedures
___ 10. Retailing
___ 12. Statistics and Maps for National Market Analysis
___ 13. National Directories for Use in Marketing
___ 15. Recordkeeping Systems — Small Store and Service Trade
___ 18. Basic Library Reference Sources
___ 20. Advertising — Retail Store
___ 29. National Mailing-List Houses
___ 31. Retail Credit and Collections
___ 37. Buying for Retail Stores
___ 53. Hobby Shops
___ 55. Wholesaling
___ 64. Photographic Dealers and Studios
___ 66. Motels
___ 67. Manufacturers' Sales Representative
___ 72. Personnel Management
___ 75. Inventory Management
___ 79. Small Store Planning and Design
___ 80. Data Processing for Small Businesses
___ 85. Purchasing for Owners of Small Plants
___ 86. Training for Small Business
___ 87. Financial Management
___ 88. Manufacturing Management
___ 89. Marketing for Small Business
___ 90. New Product Development

Topic Listing

Accounting MA 224, SMA 126, SMA 140, SBB 10, SBB 15
Advertising and Public Relations MA 178, MA 224, MA 244, SMA 157, SMA 160, SMA 161, SMA 163, SMA 164, SMA 169, SBB 10, SBB 20, SBB 29
Borrowing/Raising Equity MA 170, MA 235, MA 250, SMA 147
Budgeting MA 220, SMA 146, SMA 164
Computers MA 250, SMA 149, SBB 80
Credit and Collections MA 118, MA 232, SBB 10, SBB 31
Crimes Against Business MA 209, SMA 119, SMA 129, SMA 134, SMA 137, SMA 151
Display (Retail) SMA 157, SMA 161, SBB 10, SBB 79
Equipment (Manufacturing) MA 212, MA 244, MA 249
Exporting MA 237, MA 247
Employees (See Personnel)
Financial Management MA 206, MA 220, MA 229, MA 232, MA 234, MA 235, SMA 126, SMA 130, SMA 140, SMA 146, SMA 147, SMA 164, SMA 165, SBB 15, SBB 87
Form of Business (Legal) MA 223, MA 231
Government (Doing Business With) MA 204, MA 211, MA 215, MA 227, MA 220
Government (Regulations) MA 217, MA 219, MA 223, MA 224, SMA 118, SMA 139, SMA 142, SMA 170, SBB 10
Incorporating a Business MA 223, MA 231
Innovation and Invention MA 216, MA 240, MA 248, SBB 90
Insurance (Business, Life, Product) MA 222, MA 244, SMA 148, SBB 90
Inventory SMA 123, SMA 170, SBB 75, SBB 85
Legal Services SMA 118
Locating Your Business MA 201, SMA 143, SMA 150, SMA 152, SMA 154, SMA 156, SMA 167
Mail Order Business SBB 3, SBB 29
Management Techniques MA 191, MA 208, MA 225, MA 233, MA 234, SMA 166, SBB 10, SBB 55, SBB 72, SBB 75
Manufacturing Management MA 191, MA 207, MA 214, MA 217, MA 218, MA 219, MA 234, MA 242, MA 243, MA 244, MA 249, SBB 88
Marketing MA 193, MA 194, MA 226, MA 230, MA 232, MA 236, MA 237, MA 245, MA 246, SMA 143, SMA 150, SMA 152, SMA 154, SMA 156, SMA 167, SMA 168, SBB 10, SBB 13, SBB 29, SBB 67, SBB 89
Patents MA 240
Personnel MA 171, MA 186, MA 190, MA 191, MA 195, MA 197, MA 205, MA 224, MA 238, MA 241, SMA 159, SMA 162, SBB 10, SBB 72, SBB 86
Planning MA 194, MA 201, MA 206, MA 218, MA 221, MA 231, MA 233, MA 234, MA 238, SMA 71, SMA 150, SMA 153, SMA 166, SMA 167
Product Safety and Liability MA 244, SBB 90
Purchasing SBB 85
Recordkeeping MA 250, SMA 149, SMA 155, SBB 15, SBB 80
Reference Sources SBB 13, SBB 18
Sales MA 190, MA 192, MA 200, MA 246, SMA 159, SBB 10, SBB 13, SBB 67
Site Selection (See Locating)
Starting a Business MA 218, MA 221, SMA 71, SMA 150, SMA 153, SMA 170
Taxes SMA 142, SMA 144
Venture Capital MA 235

178

SBA Publications

SBA 115B

U.S. Small Business Administration
Office of Management Assistance

April 1980

For-Sale Booklets

The management assistance booklets on this list are published by the Small Business Administration and are sold by the **Superintendent of Documents,** not by the Small Business Administration.

How To Order from the **Superintendent of Documents:** Complete the order blank on page 4. Send it with your check or money order to the Superintendent of Documents, Government Printing Office, Washington, D.C. 20402. Make check or money order payable to the Superintendent of Documents. Do not send postage stamps or cash. These booklets are **not sold** by the Small Business Administration. Foreign remittances should be made by international money order payable to the Superintendent of Documents, by draft on an American or Canadian bank, or by UNESCO coupons. Both domestic and foreign customers may charge their orders to their Master Charge, Visa, or Superintendent of Documents deposit account. Please include your card number and date of expiration. Prices subject to change without notice.

Small Business Management Series

The booklets in this series provide discussions of special management problems in small companies.

No.		Stock No.	Pages	Price
1.	**An Employee Suggestion System for Small Companies** Explains the basic principles for starting and operating a suggestion system. It also warns of various pitfalls and gives examples of suggestions submitted by employees.	045-000-00020-6	18	$1.10
9.	**Cost Accounting for Small Manufacturers** Assists managers of small manufacturing firms, producing a broad range of products, establish accounting procedures that will help to document and to control production and business costs.	045-000-00162-8	180	4.25
15.	**Handbook of Small Business Finance** Written for the small business owner who wants to improve financial management skills. Indicates the major areas of financial management and describes a few of the many techniques that can help the small business owner.	045-000-00139-3	63	3.00
20.	**Ratio Analysis for Small Business** Ratio analysis is the process of determining the relationships between certain financial or operating data of a business to provide a basis for managerial control. The purpose of the booklet is to help the owner/manager in detecting favorable or unfavorable trends in the business.	045-000-00150-4	65	2.20
22.	**Practical Business Use of Government Statistics** Illustrates some practical uses of Federal Government statistics, discusses what can be done with them, and describes major reference sources.	045-000-00131-8	28	1.40
25.	**Guides for Profit Planning** Guides for computing and using the break-even point, the level of gross profit, and the rate of return on investment. Designed for readers who have no specialized training in accounting and economics.	045-000-00137-7	50	2.50

No.		Stock No.	Pages	Price
27. ___	**Profitable Community Relations for Small Business** Practical information on how to build and maintain sound community relations by participation in community affairs.	045-000-00033-8	36	$1.50
28. ___	**Small Business and Government Research and Development** An introduction for owners of small research and development firms that seek Government R and D contracts. Includes a discussion of the procedures necessary to locate and interest Government markets.	045-000-00130-0	41	1.25
29. ___	**Management Audit for Small Manufacturers** A series of questions which will indicate whether the owner-manager of a small manufacturing plant is planning, organizing, directing, and coordinating the business activities efficiently.	045-000-00151-2	44	1.60
30. ___	**Insurance and Risk Management for Small Business** A discussion of what insurance is, the necessity of obtaining professional advice on buying insurance, and the main types of insurance a small business may need.	045-000-00037-1	72	3.00
31. ___	**Management Audit for Small Retailers** Designed to meet the needs of the owner-manager of a small retail enterprise. 149 questions guide the owner-manager in a self examination and a review of the business operation.	045-000-00149-1	50	1.80
32. ___	**Financial Recordkeeping for Small Stores** Written primarily for the small store owner or prospective owner whose business doesn't justify hiring a full-time bookkeeper.	045-000-00142-3	135	4.00
33. ___	**Small Store Planning for Growth** A discussion of the nature of growth, the management skills needed, and some techniques for use in promoting growth. Included is a consideration of merchandising, advertising and display, and checklists for increase in transactions and gross margins.	045-000-00152-1	99	2.40
34. ___	**Selecting Advertising Media—A Guide for Small Business** Intended to aid the small business person in deciding which medium to select for making the product, service, or store known to potential customers and how best to use advertising money.	045-000-00154-7	133	4.75
35. ___	**Franchise Index/Profile** Presents an evaluation process that may be used to investigate franchise opportunities. The Index tells what to look for in a franchise. The Profile is worksheet for listing the data.	045-000-00125-3	56	2.00
36. ___	**Training Salesmen to Serve Industrial Markets** Discusses role of sales in marketing program of small manufacturer and offers suggestions for sales force to use in servicing customers. Provides material to use in training program.	045-000-00133-4	85	2.20
37. ___	**Financial Control by Time-Absorption Analysis** A profit control technique that can be used by all types of business. A step-by-step approach shows how to establish this method in a particular business.	045-000-00134-2	138	2.75
38. ___	**Management Audit for Small Service Firms** A do-it-yourself guide for owner-managers of small service firms to help them evaluate and improve their operations. Brief comments explain the importance of each question in 13 critical management areas.	045-000-00143-1	67	1.80
39. ___	**Decision Points in Developing New Products** Provides a path from idea to marketing plan for the small manufacturing or R&D firm that wants to expand or develop a business around a new product, process, or invention.	045-000-00148-6	64	1.50
40. ___	**Management Audit for Small Construction Firms** Written to help top executives of small construction firms to make a self-appraisal of their management practices. Recommends ways to improve existing practices and introduce effective new ones.	045-000-00161-0	53	2.50

Starting and Managing Series

This series is designed to help the small entrepreneur in the effort "to look before leaping" into a business. The first volume in the series—*Starting and Managing a Small Business of Your Own*—deals with the subject in general terms. Each of the other volumes deals with one type of business in detail, and their titles are designed to inform of their contents. Available titles are listed below.

No.		Stock No.	Pages	Price
1.	**Starting and Managing a Small Business of Your Own**	045-000-00123-7	97	$3.50
20.	**Starting and Managing a Small Retail Music Store**	045-000-00107-5	81	1.30

Nonseries Publications

Export Marketing for Smaller Firms — 045-000-00158-0 — 84 — 2.20
A manual for owner-managers of smaller firms who seek sales in foreign markets.

U.S. Government Purchasing and Sales Directory — 045-000-00153-9 — 169 — 5.50
A directory for businesses that are interested in selling to the U.S. Government. Lists the purchasing needs of various Agencies.

Managing for Profits — 045-000-00005-2 — 170 — 2.75
Ten chapters on various aspects of small business management, for example, marketing, production, and credit.

Buying and Selling a Small Business — 045-000-00104-4 — 122 — 3.50
Deals with the problems that confront buyers and sellers of small businesses. Discusses the buy-sell transaction, sources of information for buyer-seller decision, the buy-sell process, using financial statements in the buy-sell transaction, and analyzing the market position of the company.

Strengthening Small Business Management — 045-000-00114-8 — 158 — 4.00
Twenty-one chapters on small business management. This collection reflects the experience which the author gained in a life time of work with the small business community.

Small Business Goes to College — 045-000-00159-8 — 82 — 3.25
Subtitled "College and University Courses in Small Business Management and Entrepreneurship," this booklet traces the development of small business management as a college subject and provides samples of courses offered by some 200 colleges and universities. It should be useful to educators as well as to counselors who seek sources to recommend for their clients' self-development.

"The small business community constitutes the single most important segment of our free enterprise system. It accounts for forty-eight percent of our gross national product, more than half of the American labor force, and continues to be the major source of inventions and new jobs. Small business is truly the backbone of the American economy."

— President Jimmy Carter
February, 1980

Small Business Management Series

No.	Stock No.	Price
1	045-000-00020-6	$1.10
9	045-000-00162-8	4.25
15	045-000-00139-3	3.00
20	045-000-00150-4	2.20
22	045-000-00131-8	1.40
25	045-000-00137-7	2.50
26	045-000-00126-1	1.10
27	045-000-00033-8	1.50
28	045-000-00130-0	1.25
29	045-000-00151-2	1.60
30	045-000-00037-1	3.00
31	045-000-00149-1	1.80
32	045-000-00142-3	4.00
33	045-000-00152-1	2.40
34	045-000-00154-7	3.75
35	045-000-00125-3	2.00
36	045-000-00133-4	2.20
37	045-000-00134-2	2.75
38	045-000-00143-1	1.80
39	045-000-00146-6	1.50
40	045-000-00161-0	2.50

Nonseries Publications

Stock No.	Price
045-000-00158-0	$2.20
045-000-00153-9	5.50
045-000-00005-2	2.75
045-000-00159-8	3.25
045-000-00164-4	3.50
045-000-00114-8	4.00

Starting and Managing Series

No.	Stock No.	Price
1.	045-000-00123-7	$3.50
20.	045-000-00107-5	1.30

ORDER FORM To: Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

Enclosed is $ _____ ☐ check,
☐ money order, or charge to my
Deposit Account No.
☐☐☐☐☐☐☐–☐

Order No._____

VISA

master charge

Credit Card Orders Only

Total charges $_____ Fill in the boxes below.

Credit
Card No. ☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐☐

Expiration Date
Month/Year ☐☐☐☐

Name—First, Last

Company name or additional address line

Street address

City State ZIP Code

(or Country)

PLEASE PRINT OR TYPE

For Office Use Only	Quantity	Charges
Enclosed		
To be mailed		
Subscriptions		
Postage		
Foreign handling		
MMOB		
OPNR		
UPNS		
Discount		
Refund		

ORG-82

182

Please Note: Prices shown were those in effect on April 21, 1980. Orders on this order form will be accepted at the prices shown thru October 21, 1980. Thereafter, all orders received on this form will be subject to any price changes that have occurred.

Prices subject to change without notice. A 25-percent discount is given for quantities of 100 or more of the same publication to a single address. For foreign mailings, please add 25 percent to prices shown above.

The publications listed above may also be purchased from U.S. Department of Commerce field offices. If one is located in your city, consult your telephone directory for the address.

A Companion Form, SBA-115A, Lists Current Free Publications and Is Available Without Charge From SBA, P.O. Box 15434, Fort Worth, Texas 76119 or by calling toll free 800-433-7212.

U.S. GOVERNMENT PRINTING OFFICE : 1980 O - 321-161

SBA's BUSINESS TRAINING FILMS AVAILABLE FOR PURCHASE OR RENTAL

The following business training films produced for the Small Business Administration are available for sale or rental from:

Sales Branch
National Audiovisual Center - GSA
Washington, D. C. 20409
Phone (301) 763-1854

Orders for the purchase or rental of any of the films on this list should be sent directly to the above address.

Rental charges for each of these films are:

$10 for three days
$15 per week
$20 for two weeks
$30 per month

Purchase prices shown in parentheses following titles; 25% discount to government agencies.

Advertising/Sales Promotion

The Advertising Question (13 min. 50 sec., sd., color, 16 mm.) ($65.00)

Designed to correct some of the misconceptions and change some of the attitudes which many small businesspersons display toward advertising. It begins with the introduction of a new small businessperson about to open a drug store, hoping to get by without much advertising other than point-of-sale advertising. A newspaper owner raises the question, "How are you going to get customers into the store?" The values and techniques of advertising are developed in a discussion between the druggist and newspaper owner, and some business examples are shown to emphasize pertinent points.

The Calendar Game (13½ min., sd., color, 16mm.) ($63.50)

Emphasizes the need for advertising, planning, and budgeting by small retail and service businesses. The film begins in the office of the owner of a drycleaning shop telling a business friend about aiming promotions to reach, at specific times, customers who are most likely to be ready for the service, and explaining the method of choosing media and directing advertising. In a friendly give-and-take discussion, the two touch upon budgeting, timing, choice of media, and plans for specific promotions.

The Follow Up (13 min., sd., color, 16mm.) ($59.00)

Illustrates the value of following up on advertisements and promotions. Action takes place in an appliance sales/repair shop owned by two partners. When the story opens, one partner isn't much impressed with others strong belief in follow-up as a way to develop additional business and as a guide to future promotions. Further discussion between the two, together with illustrations of following up on a radio commercial, soliciting customers' reactions to store layouts and point-of-sale ads, and getting business associates' opinions of ads used or planned bring out many of the factors to consider in advertising/sales promotion follow-up.

Variations on a Theme (13¼ min., sd., color, 16mm.) ($59.00)

Calls attention to some of the important steps in planning a sales event. The action takes place in a women's ready-to-wear shop. In the opening scene, the proprietor is announcing to employees a special store event--the store's twentieth anniversary sale--and inviting all of them to help plan it. Conflict is provided by the cashier, who is rather scornful of the idea of advertising and promotion themes. In resolving this conflict, the proprietor points out many of the factors involved in implementing a successful sales event. Subsequent meetings with all store personnel further illustrates step-by-step preparations for the anniversary sale.

Credit and Collection

The Seventh Chair (12½ min., sd., color, 16mm.) ($59.00)

The film opens in a conference room where five small business owners are meeting with the credit manager of a large department store who acts as moderator. The five small business owners are a food caterer, a lumber dealer, a druggist, a haberdasher, and a florist. Each has credit and collection problems which are presented in the round-table conversation or in flashbacks to the places of business. Throughout the meeting, one chair is empty. At the end of the film, the moderator faces the film audience and says, "This seventh chair is reserved for you. What would you say if you were sitting here?"

Crime Prevention

Burglary Is Your Business (15 min., sd., color, 16mm.) ($68.00)

Through an investigation by a police department detective following a burglary at a home furnishings/appliance store and the detective's conversation with the store owners, the film points out security measures which retailers should take to prevent burglaries.

Marketing

Marketing for Profit (18 min., 10 sec., sd., color, 16mm.) ($104.50)

Dramatizes the importance and relationship of marketing to the total business plan and the firm's profit goal. Identifies five vital elements of marketing: product, place, price, people, and promotion. Coordinating and directing these elements is the marketing plan. Each of the elements and the plan are discussed and illustrated in turn.

Merchandise Control

A Step in the Right Direction (13 min., sd., color, 16mm.) ($59.00)

Through discussions between two clothing store owners and flashbacks to pertinent problem situations dramatizes the importance of merchandise control in retail stores and illustrates some control procedures and techniques.

Personnel

Anything Is Possible--With Training (13½ min., sd., color, 16mm.) ($63.50)

Examples of successful employee training in a telephone answering service, a boat yard, and a newspaper office convince a woman planning to open a restaurant that employee training is essential to business success.

The Man of Woman for the Job (14 min., sd., color, 16mm.) ($68.00)

Points out the importance of effective recruitment and selection procedures through the experiences of a small print shop owner who learned the hard way that such procedures are necessary. Brief vignettes of other types of business reflect various sources of employees.

Planning

The Business Plan (14 min., sd., color, 16mm.) ($68.00)

Dramatizes the need for and elements in a business plan as a management tool for successful business operation. Dialogue is mostly between the two main characters--an appliance store owner, whose business is declining because of not doing any planning or keeping up with changes; a service writer telling of finishing two years of small business training in night classes and planning to open an automobile service shop having a business plan and enthusiastically telling why it is important. At first derisive, the appliance store owner later admits that the business is failing. Further discussion reveals that lack of planning has been a key factor in the decline of the business. The service writer's enthusiasm, well-founded reasons for planning, and factual presentation of the main points in a business plan convince the appliance store owner of the necessity of a plan.

The Inside Story (15 min., sd., color, 16mm.) ($68.00)

Through conversations and activities of the owner of a small manufacturing plant and the plant security person, the film illustrates steps which can be taken to limit or prevent pilferage by plant employees. Though the owner is vehement about not wanting to suspect any of the employees, facts reveal that an old, trusted employee had been pilfering for years.

It Can Happen To You (15 min., sd., color, 16mm.) ($68.00)

Outlines the experience of a hardware store owner in cooperating with a police lieutenant to get the facts about a pilferage problem. The police lieutenant points out situations and procedures which encourage pilferage and shows how to remedy these matters.

They're Out To Get You (12½ min., sd., color, 16mm.) ($59.00)

The main character is a professional shoplifter, in jail, but making plans to continue the "trade" when released. Through conversations with a cellmate and flashbacks to some shoplifting episodes, the film show how shoplifters operate and, indirectly, points out preventive measures small businesspersons can take to limit shoplifting in their stores.

Customer Relations

You and Your Customers (13½ min., sd., color, 16mm.) ($63.50)

Dramatically present situations which small retailers may encounter involving customer relations. Stimulate audience involvement by providing opportunity to stop film for discussion following some of the more involved situations; then presents "possible solutions" to the problems presented on the screen.

Financial Management

The Heartbeat of Business (14 min., sd., color, 16mm.) ($68.00)

Emphasizes the importance of financial management. The film opens with the owner of a building supply firm being taken to the hospital following a heart attack and being visited by the owner of a remodeling and home repair business. Through conversations between the two and by flashbacks of some episodes in the business affairs of the building supply firm, some examples of good--and bad--financial management are dramatized. The owner of the remodeling and home repair firm, realizing the importance of financial management, took steps to learn about and practice approved methods; and in three years, built a profitable business. The building supply business was in bad financial shape at the time of the owner's heart attack. Conversations between the two and the preview of some of the owner's notes, from a financial management course, convince the building supply owner of the need to improve the firm's financial practices.

Recordkeeping

The Language of Business (14 min., 50 sec., sd., color, 16mm.) ($68.00)

The story line is drawn from the dramatic situation of a fairly successful small businessperson who is pondering a big decision: play it safe, going along as now doing with one radio/TV retail and service shop; or to take the risk of opening a second store in a new shopping center. Faced with making this decision, the firm's owner checks the firm's records for help, but finds them confusing. Inability to interpret the facts and information frustrates the owner to the point of making a late-night call for help to an accountant. Together, they analyze the records. The accountant points out problems and areas in need of adjustment, drawing upon experiences with other businesspersons to illustrate danger areas. Bit by bit, a new respect for records develops as the owner realizes their value in managing the business.

Site Selection (Retail)

The Right Location (16 min., sd., color, 16mm.) ($72.75)

Through the experiences of a young person planning to open a clothing store, dramatized the importance of the right location and outlines some of the essential factors to consider in making a site selection study.

Success Factors

Three Times Three (13½ min., sd., color, 16mm.) ($63.50)

Through dramatization and narration, the film illustrates seven important keys to small.business success: personal ability of the owner's use of outside assistance and information; understanding of insurance, regulations, and taxes; business opportunity; knowing sources of capital maintenance and use of business records; understanding financial factors; effective organization and planning; using good management techniques.

Office of Management
Information and Training
Small Business Administration
Washington, D. C. 20416

DO NOT ORDER FILMS FROM THE SMALL BUSINESS ADMINISTRATION

See page 1 for where to order.